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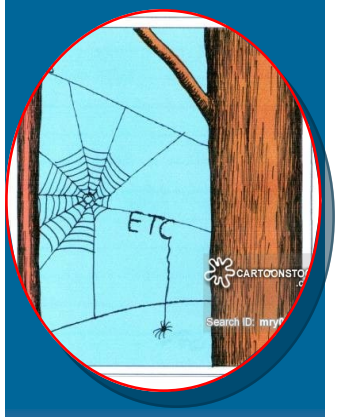
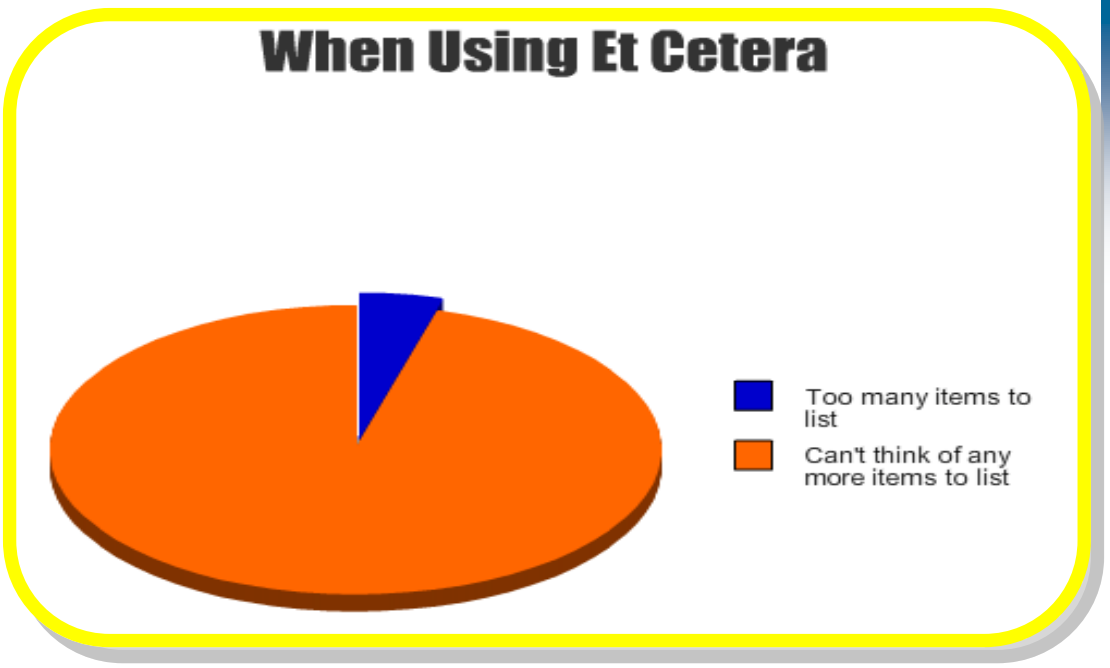


ET CETERA

OF RESEARCH WORLD



'etc'
'etc'
'etc'

Department of Research

Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
(Deemed to be University)

Maduravoyal, Chennai - 600 095. Tamilnadu. India.

(An ISO 9001 : 2015 Certified Institution)

Et cetera

of

Research World

Dr J Arun Kumar
Asst Professor, Department of Bio-Technology
Ms Shruti Anand
Research Scholar, Department of Computer Application
Ms R Aiyshwariya Devi
Asst Professor, Department of CSE/IT

Department of Research
Dr MGR Educational and Research Institute
(Deemed to be University)
Maduravoyal, Chennai – 600 095

Et cetera of Research World

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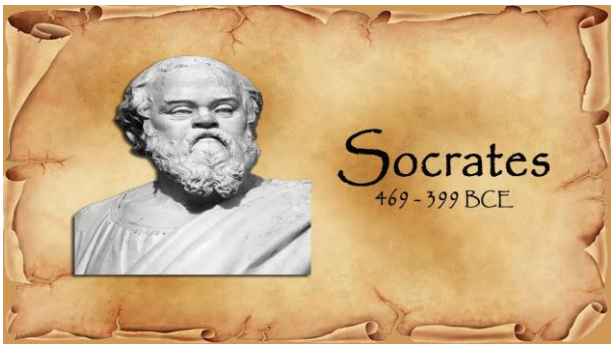
Dedication



"To know, is to know that you know nothing.
That is the meaning of true knowledge."

"True wisdom comes to each of us when we realize how little
we understand about life, ourselves, and the world around us."

"Once made equal to man, woman becomes his superior."

"Worthless people live only to eat and drink;
people of worth eat and drink only to live."

"The unexamined life is not worth living."

"Wonder is the beginning of wisdom."

"When the debate is lost, slander becomes the tool of the loser."

"*The only good is knowledge and the only evil is ignorance.*"

"Contentment is natural wealth, luxury is artificial poverty."

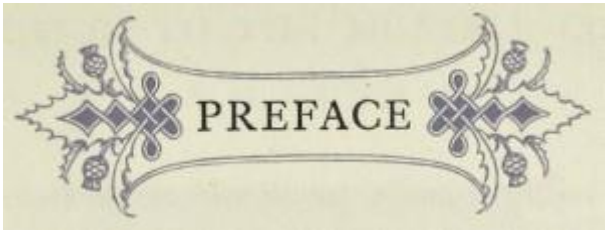
"The hour of departure has arrived, and we go our separate ways,
I to die, and you to live. Which of these two is better only God knows?"

"Prefer knowledge to wealth, for the one is transitory, the other perpetual."

"The comic and the tragic lie inseparably close, like light and shadow."

"I cannot teach anybody anything; I can only make them think."

"Envy is the ulcer of the soul."



One of the most difficult aspects of research is generating an idea that is interesting and workable. Researchers must understand what work has been done on a given area and how they may be able to answer additional research questions that could further advance the field. Once an overall topic area of interest of interest has been identified, the researcher should review the literature and examine what research has been done on that topic and look for gaps, holes, or areas that could benefit from further exploration. These steps will require the researcher to consider their current knowledge base and to explore areas that may lend themselves to further research. Of course, the main criteria for a good research idea are that the research idea be of genuine interest to researcher.

So, you have realized that you are ready to write your research paper. It's obvious that before you start writing, you should pick the right topic and research paper type. Perhaps you have one or several cool research paper ideas, but are you sure that you will be able to write a good paper?

Before you will be ready to decide and finalize research topics, you should answer the following questions:

— Is there an issue that you are really interested in?
— Have you heard something controversial or curious in articles and mass media about the topic?
— Do you have enough information to make research?
— Does the topic meet your further research plans?

There are some practical tips to consider when looking for a perfect topic:

- Choose a subject matter that is interesting for you. No doubt, it would be much easier for you to explore the topic that is linked to the field of your interest.
- Define your topic. The readers should see that you have in-depth knowledge of the field. Thus, if you feel a little bit fuzzy about some topic, select another one before you begin writing.
- Be specific. A research paper should be precise and based only on proven facts. Support your statements with examples and references. Don't add content about anything else except the chosen topic.
- Apply an innovative approach. Don't be afraid to take the road less traveled. Analyze your topic from the different perspectives and add some new facts to surprise the readers and make your paper stand out from the crowd.

In any case, the best assistants when writing research papers are only reputable sources like libraries, open access journals, encyclopedias, reliable news, and academic sources. Various materials that you can find on the internet should help you choose a topic, so don't skip any chance to get more ideas.

Writing a research paper even though may seem challenging is a substantial part of everyday student life. You are required to write at least one research paper in a semester for the majority of the subjects. Do not underestimate research projects, as they demand a huge effort and a lot of time from you. Nevertheless, do not let your research paper assignment give you anxiety and influence your overall studies. To minimize worries and inconsistencies while working on the research paper you must be sure in your research paper topic. There are times when you are assigned to the topic but more frequently, you will have to create a topic by yourself. The whole research should be built around or from the topic. In order to choose an interesting topic, which will demonstrate your best talents, you should keep reading.

Here an attempt is made to provide some useful and important tips in the some of the often-familiar topics. Though the list is definitely not comprehensive and exhaustive, some new ideas have been incorporated in these topics to assist the research scholars and keep them afresh always during his academic research. Especially, chapter *"Cartoons and Quotes on Research"* is offering highly selected themes and ideas of research with the hope that the scholars as well as supervisors would find them keenly interesting. Of course, obviously during the

process of drafting the materials and finalizing the shape and contents of the book, we ourselves learnt a lot and, enjoyed the job.

23 March 2017 Authors

PS: We give a list of suggested books:

- Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, *36*(2), 247-271.
- Devlin A. (2006) Research Methods. Thompson Wadsworth.
- Glueck, W. F., & Jauch, L. R. (1975). Sources of research ideas among productive scholars: Implications for administrators. *Journal of Higher Education*.
- Franzoni, C. (2009). Do scientists get fundamental research ideas by solving practical problems?. *Industrial and Corporate Change*, *18*(4), 671-699.
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol. 2). Oxford: Blackwell.

Et cetera abbreviated *etc.*, comes from the Latin

et, meaning ***and*** , and

cetera, meaning ***the rest***.

So ***et cetera*** literally means *and the rest.*

Overuse

Etc. is best reserved for times when

(a) there is no question of what's being omitted, or

(b) when listing every item in a large group would be unnecessary.

In this example, there's no mystery about what *etc.* indicates:

All non-human primates—monkeys, gorillas, chimpanzees, etc.—exhibit some form of tool use.

And in this example, the author uses *etc.* because including a fuller list would be unnecessary:

When the reader can't know what's being omitted and it's not clear that there are more items in the list, *etc.* may signal laziness or dishonesty. In lazy moments, some writers use *etc.* when they know of only one or two examples but want to create the impression that there are more. Any engaged reader can see through this trick.

How to Use Et Cetera in a Sentence

If you are writing a research paper or any other formal work, be careful of how you use et cetera. It can be used only when unmentioned items are of the same type as the items mentioned earlier.

Allow the children to eat only healthy food—vegetables, fruits, etc. (You establish the category and then give a few examples.)

Allow the children to eat only healthy food—vegetables, cupcakes, etc. (This is incorrect because everything on the list should fall into the category of healthy food.)

The children should bring paper, pencils, scissors, etc. (You can discern the category from the examples.)

The children should bring crayons, blankets, birth certificates, etc. (The class is not clear. Unless you previously state the connection between the items and the rest of the list is easily imaginable, you can't use etc.)

A good way to test whether etc. is appropriate is to substitute "and so on" or "and so forth." If those synonyms make sense, you can use etc.

You should never use "and et cetera." Remember, et means "and." "And et cetera" is redundant.

Usage note: Don't use a comma after etc. if it is at the end of the sentence.

How to Pronounce Et Cetera

When a foreign phrase becomes part of another language, speakers of that language don't always know exactly how to pronounce it. Or they might have trouble with the foreign pronunciation. The *et* of *et cetera* has a final T sound, but some Americans substitute a K sound. This kind of mispronunciation is called assimilation. It is a mistake, but a very common one. If you are aware of it, you can avoid making the same mistake and also recognize the phrase even when you hear it mispronounced. Native speakers also extend the meaning of certain foreign phrases beyond their definition in the original language. *Et cetera* often appears when someone finds a list tedious or obvious. They might utter it in a tired tone or say the phrase rapidly.

How to Use "Etc." Correctly

You might think that it's easy to use *et cetera*, which translates to "and others" or, more literally, "and the other things", and is abbreviated as "etc." Surely everyone knows how to use "etc." correctly, right? Well, it's not all straightforward—*et cetera* can be commonly misspelled, improperly punctuated and even mispronounced! The use of *et cetera* isn't usually taught in schools or tutoring because it's considered to be just an abbreviation. Regardless, it's important to know how to use it properly.

Use "et cetera" to mean "and so forth" as well as "all items of the same class."

Et cetera is used as a short way to say, "and so forth", "and so on", or "and other things", and is also used to describe a list without listing everything. However, it's important that the items in the list are of the same kind so that "etc." does not confuse the reader.

- For example, you can say, "We could use cupcakes, cookies, etc." This shows that they can use any kind of dessert, and it could be rewritten by, "We could use cupcakes, cookies, and so on."
- However, you cannot say, "Bring hamburger buns, paper plates, cupcakes, etc.", because the items on the list are not the same and the person you're talking to would not know what you are referring to.
- Items of the same class do not need to be physical items. They can be emotions, or other forms of "things." For example, you could say, "Please write down your three primary emotions today (sadness, anger, fear, etc.)"

Etc. Do not use an introductory phrase for a list, such as "such as" or "for example," along with etc.

You cannot say, "Bring items such as cake, chocolates, ice cream, etc. to the party," because "such as" already implies that you are not talking about a complete list. You can simply say, "Bring items such as cake, chocolates, and ice cream to the party" or "Bring cake, chocolates, ice cream, etc. to the party."

Do not use "etc." more than once in a sentence. Though some people think it's cute to use "etc." more than once in a sentence to stress the fact that many additional items are needed, just one "etc." will suffice. Saying something like, "I have to do the dishes, wash the car, clean my room, etc., etc., etc., before the party" is never correct.

Do not use "and" before "etc." Since the "et" in "et cetera" already means "and," it would be redundant to use the phrase "and etc." because you'll really be saying, "and and the rest." Make sure to avoid using "and" when using "etc."

Do not use "etc." if you're discussing a specific list of items that are needed and not anything more. If you only need cookies, cake, and donuts for the party, writing "cookies, cake, donuts, etc." will not be appropriate because it will give the reader the assumption that he can bring another dessert.

Do not use "etc." to refer to people. "Etc." can only refer to things; "et al." is used to refer to people. You cannot say, "I can't help but get annoyed by my younger cousins – Mary, Joe, Sue, etc. – though I try to be nice to them." Instead, you can say, "I can't help but get annoyed by my younger cousins – Mary, Joe, Sue et al. – though I try to be nice to them." In this example, you are using "et al.", which means "and others," to refer to the other annoying younger cousins.[2]

Punctuate "etc." correctly. At the end of "etc", there should be a period. (This does not apply if you are using modern "open punctuation", which dispenses with periods for eg, ie etc). That's obvious, right? However, when you still have more to say in the sentence, you should put a comma after the period. If you are finished with the sentence, end with that period, don't put anything else, but if you still have more to say, put a comma at the end and finish. For example:

"They ate cookies, cakes, peanuts, fairy floss, etc., and it's little wonder they ended up with stomach aches."

Learn how to put in the punctuation around it.

Yes, you should use a period and a comma, but when you also work with semicolons, question marks, and exclamation points, "etc." can be confusing. Here are a few examples:

- Put a question mark after the period in "etc."
- Put an exclamation point immediately after the period.
- Put the semicolon in right after the period and put a space between it and the next word.
- Put parentheses around the items you are using along with etc. when necessary. For example: "Students should not pack liquids in their carry-on bags (water, shampoo, makeup remover, etc.)"

If you do want to use "etc.", remember seven important points:

1) Always put a full stop at the end of "etc."

2) If "etc." is at the end of a sentence, you do not need another full stop after it, but if the sentence ends with an exclamation mark or question mark, you still need to put use them. They come after the full stop, and do not replace it. A comma also comes after the full stop.

3) "Etc." is very often used in parentheses, or in a phrase separated by dashes.

4) "And etc." is wrong. Do not use it. It means "and and others" and does not make sense.

5) Do not use "etc." at the end of a list that starts with "e.g.," "for example," or "such as." These already mean that the list does not contain every possible item, so "etc." is not necessary. In fact, these can be used instead of "etc." and sound better in formal writing.

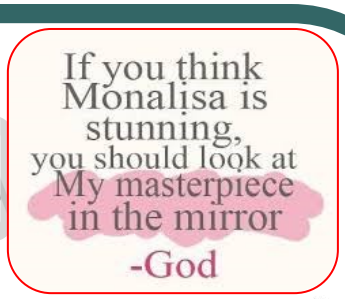
6) "Etc." can also be replaced with "and so on," "and so forth," and "among others." These often sound better than "etc."
7) "Etc." can be used at the end of a list that starts with i.e., but it is probably better to avoid doing this.

In this book *'Et Cetera of Research World' ,* authors made an simple and serious attempt to present some contemporary and highly interesting information about some topics on research in an innovative ways. Tips provided in these chapters may be of immense interest to the research scholars. Academic research scholars are encouraged to concentrate on the topic – '*How not to write a PhD Thesis*' – which highlights the often-committed mistakes by the scholars while preparing the draft of their thesis. The core part is – '*Cartoons and Quotes on Research*' – which provides challenging and thought-provoking concepts and wisdom from the great scientists and scholars of *par excellence*. Research scholars should read and analyse these cartoons and quotes and derive pleasure as well as creative ideas. Also, another chapter – *'Movie Quotes for the PhD Life'* - is really innovative and challenges the imagination of the research scholars as well as research supervisors. Scholars should not only grasp the ideas and information contained therein, but also the *'et cetera'*.

Authors deserve some appreciation for their unique and innovative attempt.

I do hope that the book would/could not only benefit the research scholars, but also everybody who is interested in the creative research.

Prof Dr S Ramalingam
Project Officer – CIC
Dr MGR Educational and Research Institute
Maduravoyal, Chennai – 600 095



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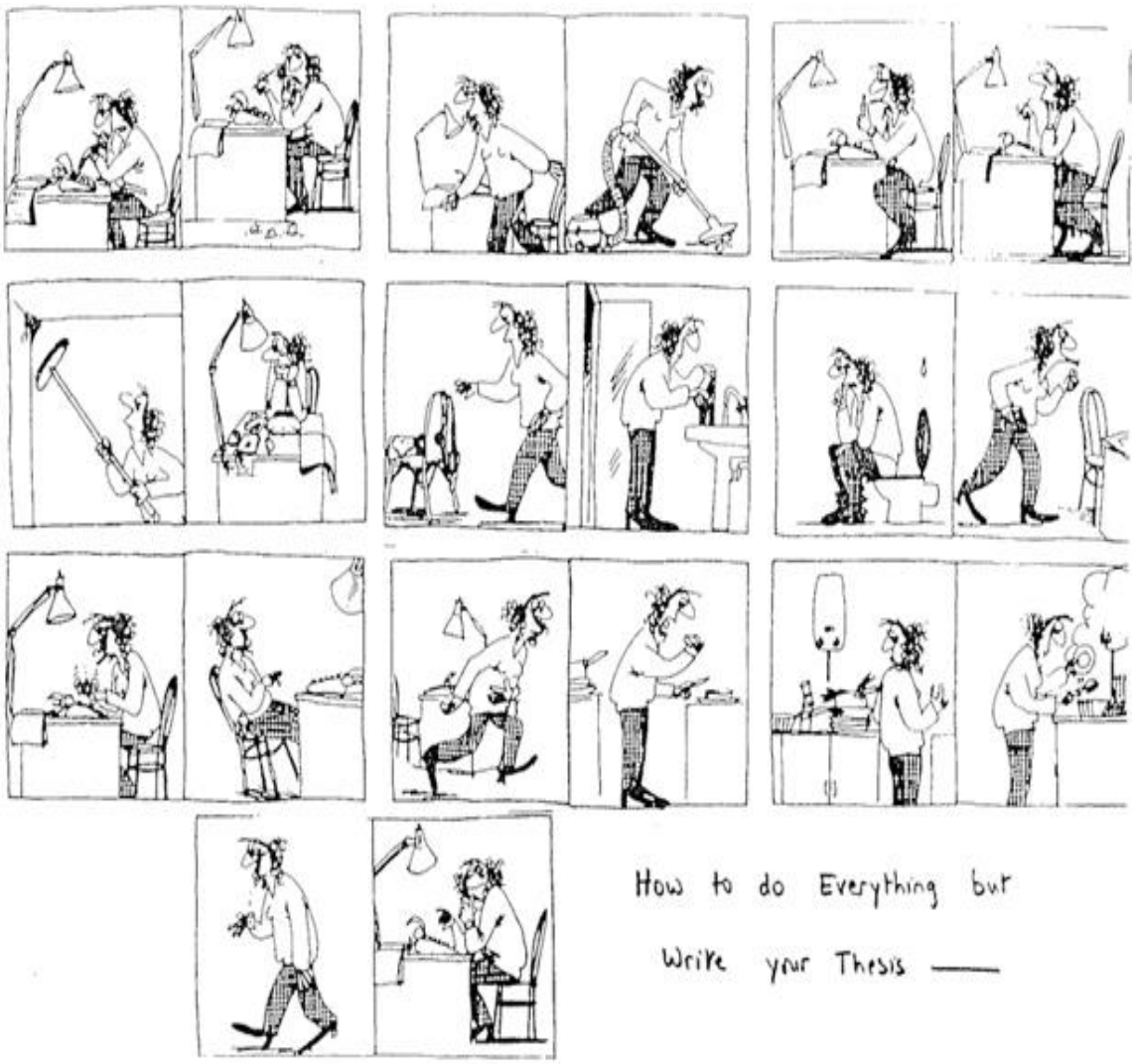
Et Cetera of Research World

Doing *Et Cetera* except Research?



Scholars ! Which one of these are you doing?

100 TIPS for publishing

GENERAL

001
Read and follow ALL of the guidelines for manuscript preparation listed for an individual journal. Most journals have very specific formatting and style guidelines for the text body, abstract, images, tables, and references.

002
HYPOTHESIS: be sure to have one and state it clearly. This is, after all, why you are doing the research.

003
Write as though your work is meaningful and important. If you don't, people will not perceive it as meaningful and important.

004
Use an external peer review service (available through JournalPrep.com) to get your manuscript reviewed prior to submission. Rapid and expert peer reviews, before you submit, may significantly increase your odds of getting your manuscript accepted for publication.

005
Critique your own work. Look for areas that reviewers might spot as weaknesses and either correct these areas or comment on them in your manuscript, leaving reviewers with fewer options for negative criticisms.

006
Always present the study as a finished piece of work (although you may suggest future directions). Otherwise, you can be sure reviewers will suggest additional research.

007
Be painstaking. Be thorough and patient with several rounds of editing of your work while considering all the tiny details of the specifications requested by the journal. It will pay off in the end.

008
Focus. If you have a hypothesis to develop, be consistent to the end. Have substantial and convincing evidence to prove your theories. Brainstorm your ideas and have a definite direction mapped out before beginning to write an article.

009
Write in a precise and accurate way. Avoid long sentences; the reader may find them difficult to follow.

010
Team-like spirit is an important attribute that contributes to successful publishing. Welcome advice from those around you with potentially valuable input. No matter how competent you feel, having your work seen through a different lens may help to spot flaws that you were unable to identify.

011
As a final step, after completing your research paper, edit, edit, edit. You need to identify and correct any and all mistakes that you may have made.

012
Short papers are more likely to be read than long ones.

013
Select a descriptive title. Flash and puns are rarely as appealing as they may seem at first. You are better off going simple and descriptive. This will also help you get cited.

014
Focus on the information the readers require when following your experiment, modeling description, or data analysis instead of overloading them with details that might have been important during the study but are irrelevant for them.

015
Your paper should advance a particular line of research. It does not need to answer every remaining question about the topic.

016
If you present your work at an academic conference prior to submitting it for publication, get constructive criticisms from as many potential reviewers as possible.

017
Make sure your paper reads well. A bunch of choppy, simple sentences, while grammatically correct, is unpleasant to read.

018
Clear, concise, and grammatically correct English. Period.

019
Non-native English speakers should ALWAYS try to arrange for a review by a native speaker. If you know someone with excellent proofreading skills and a general knowledge about your research discipline (ex. Biological Sciences), ask them to help you out. If you don't know someone who meets these criteria, use a professional editing service such as that offered at JournalPrep.com. You will save yourself from a great deal of frustration and lost time.

020
Show friends and colleagues your work, including those in different fields of research. Get as much feedback as you can before you submit.

021
The body of the paper supports the central idea and must show a thoughtful, comprehensive study of the research topic; it should be clearly written and easy to follow. It generally includes three main parts: 1) Methodology, 2) Results & Data Analysis, and 3) Discussion.

022
When referencing other papers, do not simply reference work in the same way other papers have. If paper X says that paper Y showed a specific result, check for yourself to ensure that this is true before saying the same thing in your own manuscript. The number of reputable authors who misunderstand their colleagues' findings is shocking.

023
If you are in the process of running a follow-up experiment, write your manuscript in such a way that it begs for that experiment. When reviewers respond and request it you will already have it completed.

PLANNING THE MANUSCRIPT

024
The research paper topic should be unique and there should be a logical reason to study it.

025
Do your homework. Make sure you know what investigators in your field and other fields have published about your topic (or similar topics). There is no substitute for a good literature review before jumping into a new project.

026
Take the time to plan your experimental design. As a general rule, more time should be devoted to planning your study than to actually performing the experiments (though there are some exceptions, such as time-course studies with lengthy time points). Rushing into the hands-on work without properly designing the study is a common mistake made by young researchers.

027
When designing your experiment choose your materials wisely. Look to the literature to see what others have used. Similar products from different companies do not all work the same way. In fact, some do not work at all.

028
Get help. If you are performing research techniques for the firsttime, be sure to consult an experienced friend or colleague. Rookie mistakes are commonplace in academic research and lead to wasted time and resources.

029
Know what you want to study, WHY you want to study it, and how your results will contribute to the current pool of knowledge for the subject.

030
Be able to clearly state a hypothesis before starting your work. Focus your efforts on researching this hypothesis. All too often people start a project and are taken adrift by new ideas that come along the way. While ideas are good to note, be sure to keep your focus.

031
Along with keeping focus, know your experimental endpoints. Sometimes data collection goes smoothly and you want to dig deeper and deeper into the subject. If you want to keep digging deeper, do it with a follow-up study.

032
Keep in mind where you might like to publish your study. If you are aiming for a high-impact journal, you may need to do extensive research and data collection. If your goal is to publish in a lower-tier journal, your research plan may be very different.

033
If your study requires approval by a review board or ethics committee, be sure to get the documentation as needed. Journals will often require that you provide such information.

034
If your study involves patients or patient samples, explicit

permissions are generally required from the participant or donor, respectively. Journals may ask for copies of the corresponding documentation.

INTRODUCTION

035
Start your article with a comprehensive yet concise literature review of your exact subject and highlight in which way your paper will make a new contribution to the field.

036
Throughout your introduction use the past tense. One exception to this is when you are speaking about generally accepted facts and figures (ex. Heart disease is the leading cause of death…).

037
Avoid using new acronyms. They will simply confuse the readers.

038
The introduction of a research paper is extremely important. It generally presents a brief literature review, the problem and the purpose of your research work. It should be powerful, simple, realistic, and logical to entice the reader to read the full paper.

039
Avoid unnecessarily long paragraphs. Break up your paragraphs into smaller, useful units.

040
Do not be afraid to use headings in your introduction (and discussion).

METHODS

041
Do not over-explain common scientific procedures. For example, you do not need to explain how PCR or Western Blotting work, just that you used the techniques. If you are using a novel technique, then you need to explain the steps involved.

042
Use third person passive tense. For example, “RNA was extracted from the cells.” Compare this with, “We extracted RNA from the cells.”

043
Be sure to mention from which companies you purchased any significant reagents for your experiments.

044
When in doubt about how to report your materials and methods, look to papers published in recognized journals that use similar methods and/or materials.

045
Do not mention sources of typical labware (beakers, stripettes, pipet tips, cell culture flasks, etc).

RESULTS

046
Make sure your graphs and tables can speak for themselves. A lot of people skim over academic papers.

047
The Results section should contain only results, no discussion.

048
Do not repeat in words everything that your tables and graphs convey. You can, however, point out key findings and offer some text that complements the findings.

049
Be sure to number your figures and tables according to journal guidelines and refer to them in the text in the manner specified by the journal.

050
Clear to read graphs are essential. Do not overload graphs with data. Make sure axis descriptions are not too small.

DISCUSSION

051
Your discussion section should answer WHY you obtained the observed results. Do not simply restate the results. Also address WHY your results are important (i.e. how do they advance the understanding of the topic).

052
If multiple explanations for your results exist, be sure to address each one. You can favor one explanation but be sure to mention alternative explanations, if some exist. If you don't, your reviewers will.

053
If your research findings are suggestive or supportive rather than decisive then make sure to indicate so. NEVER overstate the

importance of your research findings. Rather, clearly point to their true significance.

054 Understand the message of your paper. You may discover what the message is only after a literature search, as is occasionally the case for some manuscript types such as case reports.

055
Highlight how your research contributes to the current knowledge in the field and mention the next steps or what remains. Feel free to explain why your results falsify current theories if that is the case.

056
Make sure that your discussion is concise and informative. If you ramble and include a great deal of unnecessary information, your paper will likely get rejected or at least be looked upon less favorably.

CONCLUSIONS & REFERENCES

057
The importance of the conclusions section should not be overlooked. It includes a brief restatement of the other parts of the research paper, such as the methodology, data analysis and results, and concludes the overall discussion. It should be brief, concise, and worth remembering.

058
Reference page: All references used as sources of information in your research paper should be mentioned to strengthen your paper and also to avoid your work being considered plagiarized.

059
Failure to include every obscure reference to a topic will NOT prevent publication. What WILL prevent publication is procrastination by insisting on including such references.

060
Use bibliographic software such as EndNote or RefWorks. This will help you format your references section readily when you make changes throughout your paper after getting suggestions from friends, colleagues or reviewers.

ABSTRACT

061
In your abstract, limit the amount of background information you provide. Try to give only what is necessary in a couple of sentences or less.

062
Never refer to figures or tables in your abstract.

063
When writing an abstract, always use the past tense since you are giving a summary of what was done. One exception is if you mention future directions in your concluding statement.

064
Write a clear and concise abstract. The reader has to understand the study rationale, the methods used, and the study findings. Many researchers will only ever read the abstract of your paper so it must contain the most pertinent information.

065
Be sure to check journal guidelines for abstract length. Many journals will not accept abstracts longer than 200-250 words.

066
Feel free to hook readers with a “big picture” statement to open the abstract. Remember, many action editors will know very little about your topic area and, in some cases, your abstract will be the only thing that dictates whether or not you get through triage.

JOURNAL SELECTION

067
The most common mistake to be made is not knowing the body of research in which an article fits. Wrong choice of journal for publishing spells outright rejection. Even if the article is very encouraging with sound and rigorous scholarly work, it will not stand the test.

068
Look at journals that have published articles on your topic previously. This is an encouraging sign that your work may appeal to the journal editors.

069
Look at journal impact factors. This will give you an idea of the quality of the journal and how difficult it will be to get your paper accepted.

070
Look at journal acceptance/rejection rates. These are sometimes, but not always, inversely correlated with impact factor values.

071
Look at average time to publication as well as average time to acceptance/rejection notification. If you want your work published fast then make sure you choose a journal that offers rapid processing. Some journals will highlight their rapid processing times as an impetus for authors to submit their work to those particular journals.

072
Some journals charge fees for manuscript processing or color figure reproduction for accepted manuscripts. Make sure you are familiar with the costs associated with publication before you submit your work.

MANUSCRIPT SUBMISSION

073
Look at papers recently published in your journal of interest. Ask yourself if your paper is of equal or higher caliber. If not, submit your work to a different journal.

074
Identify the journals related to your field of study and their individual focuses, and then select a journal with a focus similar to the content of your manuscript. Many journals will clearly describe their focus and scope on their website.

075
Consider your field of study. Every field of study has several different journals publishing information pertaining to that field. Knowing the names of those journals narrows your prospective playing field.

076
Select two or three journals with a focus similar to the content of your manuscript. While you are only going to be published in one, preparing multiple choices keeps you from having to duplicate the selection process immediately following your possible rejection.

077
Locate the contact information for each journal and any information pertaining to submissions. Make sure you get the most recent information, as the names of editors and submission policies can change over time and without warning.

078
Go over your manuscript to ensure it is formatted according to the submission guidelines, paying special attention to the references/bibliography, text formatting, and citation style.

079
Create your cover letter. This should include the name of the editor to whom you are sending your work, if available. While you want to be personable, you should avoid being too personal. This is a business communication, not a letter to your friend. Be sure to keep it professional. Include contact information for the editor in case he or she should wish to speak with you about your work.

080
Get your cover letter professionally edited. Cover letters are often the first thing that a journal editor will read. Your letter needs to be strong and impressive, as it can set the tone for the subsequent review process.

081
Submit your work. This could be done physically or electronically, depending on the submission guidelines of your selected journal. In the case of electronic submissions, some journals will accept attachments; others will not. Be sure to send your work in the correct format. If you are sending it physically, include a self-addressed, stamped envelope, either large enough to return your work in or just large enough for them to send you a letter.

082
Aim high but not too high. Aiming for top tier journals with research findings that are not groundbreaking will leave you with a lot of rejections and lost time.

083
Do NOT submit your article to more than one journal at a time. This is unethical and you will eventually get caught.

084
When uploading text, table and image files electronically, many submission systems will dynamically assemble your files into a single PDF document for easier handling. Be sure to review your PDF after it is generated to ensure that it looks correct and that all information has been included.

085
Respect word length. Many journals have specific requirements for word length for different document types (original articles, short reports, case reports, review papers, etc). If the journal says the word limit is 6000 then do not send a paper with 6100 words.

086
If a journal allows you to suggest reviewers for your manuscript, do so. This can work to your advantage. Suggest reviewers who know your field well and who might be interested in the results presented in your paper.

087
If a journal allows you to suggest reviewers who you do not want to review your paper, take advantage of this to make sure your work is not sent to someone in your field who may not see eye to eye with you, your supervisor, your lab, or your research in general.

088
If you definitely do not want your paper reviewed by specific individuals in your field, do not submit a paper to a journal where these individuals have published recently. Editors often look to people who have recently published on a similar topic in their journal to serve as reviewers.

089
If you think specific reviewers may look favorably upon your work, look to journals where they have recently published and submit your work there, if it is within scope. In doing so, be sure to reference these individuals in your manuscript whenever credit is due. There is nothing that angers peer reviewers more than reviewing an article in which their own work should be cited and is not.

090
Read the mission statement for the journal to which you will submit your work. If your paper is highly theoretical and the journal clearly states that it does not publish purely theoretical work, find a new journal.

091
Email the editor to see if your manuscript topic is appropriate. Most will happily direct you elsewhere if it is inappropriate for their journal.

092
Look for journals that have issued calls for papers. They are more likely to look upon any work favorably.

POST-SUBMISSION

093
When you get initial peer reviews, consider them carefully. In your resubmission cover letter, respond to each point made by each reviewer. Highlight the points you followed and the ones you did not (and indicate why).

094
When you are asked to perform additional studies, do them quickly and resubmit your manuscript as soon as possible.

095
If reviewers suggest changes/additional studies before the article can be published, respond to the editor indicating that you will address these suggestions so that they know your intentions.

096
Do not respond to reviewer comments in an argumentative tone. Be polite but straightforward. Feel free to disagree but be sure to have hard evidence to support your claims.

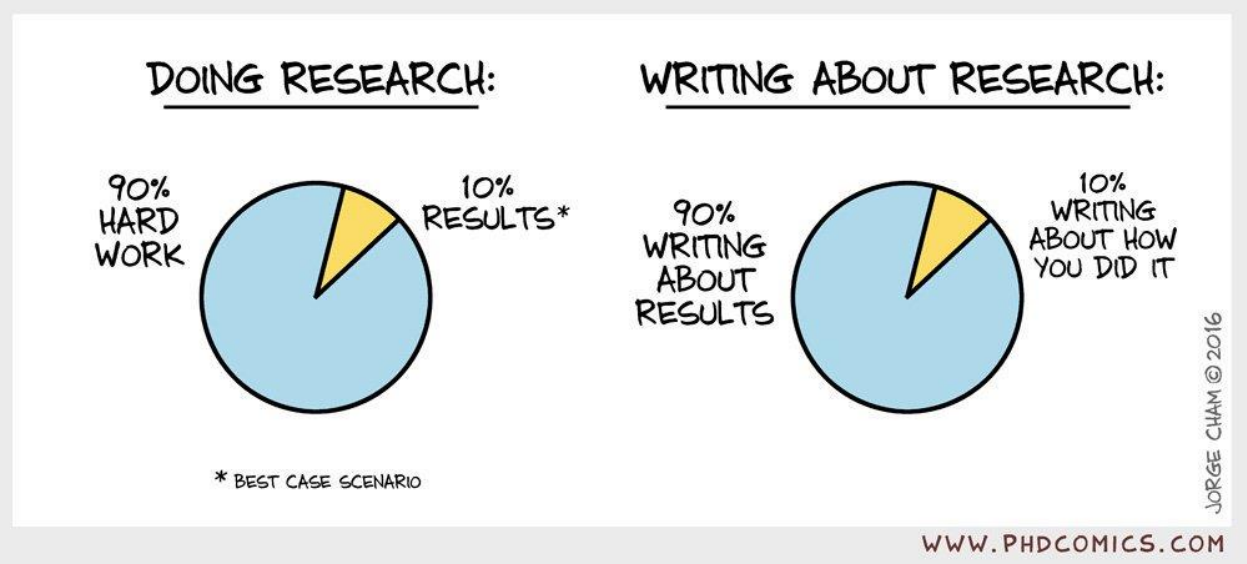
097
If accepted, be sure to carefully check page proofs and do so quickly. A 24-48 hour turnaround request is typical.

098
In responding to reviewer comments, it is a good idea to copy and paste the reviewers' comments verbatim in one color (e.g. black) and add your responses in another color (e.g. blue). You should also copy and paste any relevant sections from your revised manuscript into your cover letter. Ideally, a reviewer should be able to tell how adequately you have addressed their comments without having to read your revised manuscript.

099
Well-organized, well-written response letters can help a manuscript circumvent re-review. The editor will see the changes that you have made and may accept it outright.

100
Remember to select as many "Key Words" as possible. Many people do key word searches when performing literature reviews. This will increase the likelihood of your manuscript being read.

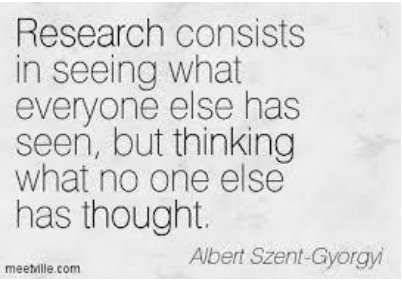
"It's not because things are difficult that we dare not venture.
It's because we dare not venture that they are difficult."
Lucius Annaeus Seneca



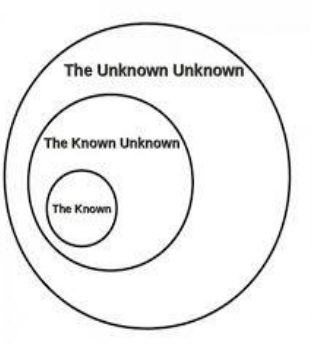
How not to write a PhD thesis

Tara Brabazon gives her top TEN tips for doctoral failure

My teaching break between Christmas and the university's snowy reopening in January followed in the footsteps of Goldilocks and the three bears. I examined three PhDs: one was too big; one was too small; one was just right. Put another way, one was as close to a fail as I have ever examined; one passed but required rewriting to strengthen the argument; and the last reminded me why it is such a pleasure to be an academic.

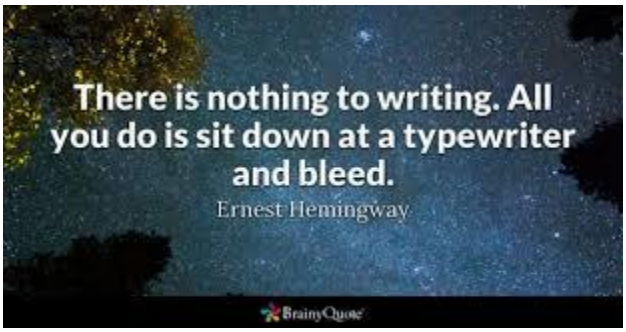

Research consists in seeing what everyone else has seen, but thinking what no one else has thought.
Albert Szent-Gyorgyi
meetville.com

Concurrently, I have been shepherding three of my PhD students through the final two months to submission. These concluding weeks are an emotional cocktail of exhaustion, frustration, fright and exhilaration. Supervisors correct errors we thought had been removed a year ago. The paragraph that seemed good enough in the first draft now seems to drag down a chapter. My postgraduates cannot understand why I am so picky. They want to submit and move on with the rest of their lives.



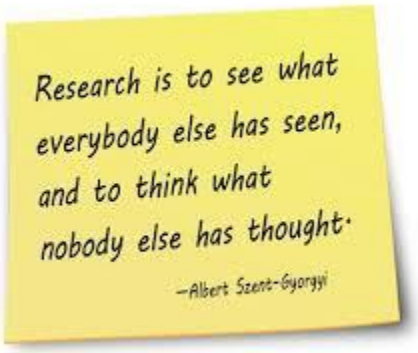
There is a reason why supervisors are pedantic. If we are not, the postgraduates will live with the consequences of "major corrections" for months. The other

alternative, awarded the an MPhil, is regret of three doctorate fails. each typographical inaccuracies, erroneous



besides being consolation prize of managing the wasted years if a Every correction, error, all ambiguities or references that we find and remove in these crucial final weeks may swing an examiner from major to minor corrections, or from a full re-examination to a rethink of one chapter.

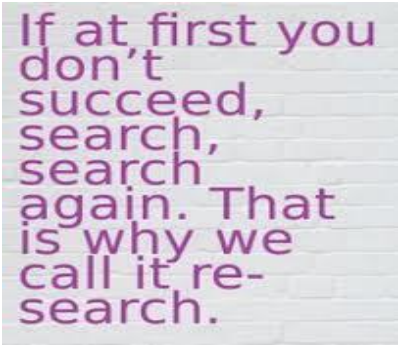
Being a PhD supervisor is stressful. It is a privilege but it is frightening. We know – and individual postgraduates do not – that strange comments are offered in response to even the best theses. Yes, an examiner graded a magnificent doctorate from one of my postgraduates as "minor corrections" for one typographical error in footnote 104 in the fifth chapter of an otherwise cleanly drafted 100,000 words. It was submitted ten years ago and I still remember it with regret.



Another examiner enjoyed a thesis on "cult" but wondered why there were no references to Madonna, grading it as requiring major corrections so that Madonna references could be inserted throughout the script.

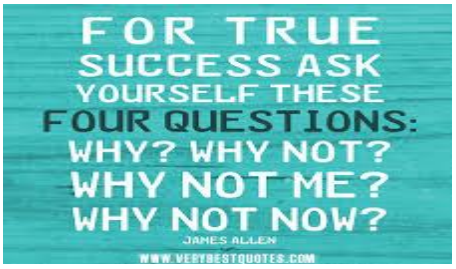
Examiners have entered turf wars about the disciplinary parameters separating history and cultural studies. Often they look for their favourite theorists – generally Pierre Bourdieu or Gilles Deleuze these days – and are saddened to find citations to Michel Foucault and Félix Guattari.

Then there are the "let's talk about something important – let's talk about me" examiners. Their first task is to look for themselves in the bibliography, and they are not too interested in the research if there is no reference to their early sorties with Louis Althusser in Economy and Society from the 1970s.



I understand the angst, worry and stress of supervisors, but I have experienced the other side of the doctoral divide. Examining PhDs is both a pleasure and a curse.

It is a joy to nurture, support and help the academy's next generation, but it is a dreadful moment when an examiner realises that a script is so below international standards of scholarship that there are three options: straight fail, award an MPhil or hope that the student shows enough spark in the viva voce so that it may be possible to skid through to major corrections and a full re-examination in 18 months.

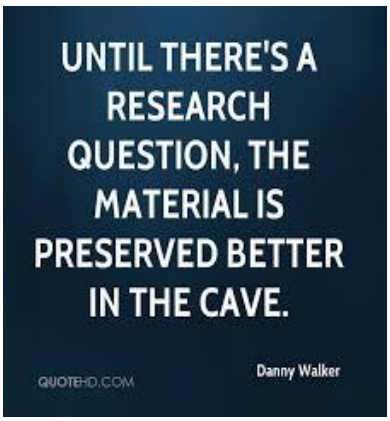


When confronted by these choices, I am filled with sadness for students and supervisors, but this is matched by anger and even embarrassment. What were the supervisors thinking? Who or what convinced the student that this script was acceptable?

Therefore, to offer insights to postgraduates who may be in the final stages of submission, cursing their supervisors who want another draft and further references, here are my ten tips for failing a PhD. If you want failure, this is your road map to getting there.

01. Submit an incomplete, poorly formatted bibliography

Doctoral students need to be told that most examiners start marking from the back of the script. Just as cooks are judged by their ingredients and implements, we judge doctoral students by the calibre of their sources.



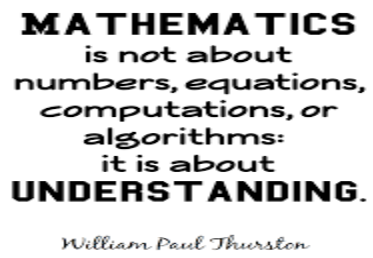
The moment examiners see incomplete references or find that key theorists in the topic are absent, they worry. This concern intensifies when in-text citations with no match in the bibliography are located.

If examiners find ten errors, then students are required to perform minor corrections. If there are 20 anomalies, the doctorate will need major corrections. Any referencing issues over that number and examiners question the students' academic abilities.

If the most basic academic protocols are not in place, the credibility of a script wavers. A bibliography is not just a bibliography: it is a canary in the doctoral mine.

02. Use phrases such as "some academics" or "all the literature" without mitigating statements or references

Generalisations infuriate me in first-year papers, but they are understandable. A 19-year-old student who states that "all women think that Katie Price is a great role model" is making a ridiculous point, but when the primary reading fodder is Heat magazine, the link between Jordan's plastic surgery and empowered women seems causal. In a PhD, generalisations send me off for a long walk to Beachy Head.



The best doctorates are small. They are tightly constituted and justify students' choice of one community of scholars over others while demonstrating that they have read enough to make the decision on academic rather than time-management grounds.

Invariably there is a link between a thin bibliography and a high number of generalisations. If a student has not read widely, then the scholars they have referenced become far more important and representative than they actually are.

I make my postgraduates pay for such statements. If they offer a generalisation such as "scholars of the online environment argue that democracy follows participation", I demand that they find at least 30 separate references to verify their claim. They soon stop making generalizations.

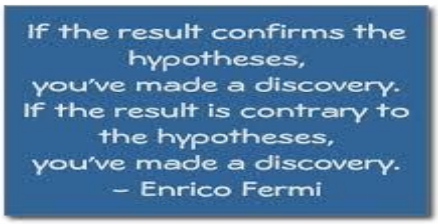
The experiment should be set up to open as many windows as possible on the unforeseen.
Frederic Joliot-Curie
More science quotes at Today in Science History todayinsci.com

Among my doctoral students, these demands have been nicknamed "Kent footnotes" after one of my great (post-) postgraduates, Mike Kent (now Dr Kent). He relished compiling these enormous footnotes, confirming the evidential base for his arguments. As he would be the first to admit, it was slightly obsessive behaviour, but it certainly confirmed the scale of his reading. In my current supervisory processes, students are punished for generalisations by being forced to assemble a "Kent footnote".

03. Write an abstract without a sentence starting "my original contribution to knowledge is…"

The way to relax an examiner is to feature a sentence in the first paragraph of a PhD abstract that begins: "My original contribution to knowledge is…" If students cannot compress their argument and research findings into a single statement, then it can signify flabbiness in their method, theory or structure. It is an awful moment for examiners when they – desperately – try to find an original

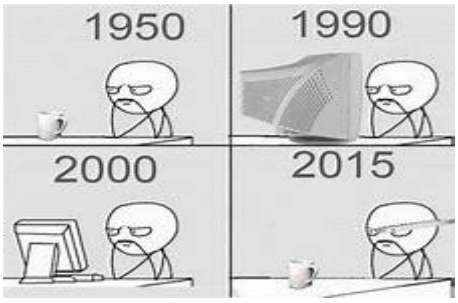
contribution to knowledge through a shapeless methods chapter or loose literature review. If examiners cannot pinpoint the original contribution, they have no choice but to award the script an MPhil.


If the result confirms the hypotheses,
you've made a discovery.
If the result is contrary to the hypotheses,
you've made a discovery.
– Enrico Fermi

The key is to make it easy for examiners. In the second sentence of the abstract, ensure that an original contribution is nailed to the page. Then we can relax and look for the scaffolding and verification of this statement.

I once supervised a student investigating a very small area of "queer" theory. It is a specialist field, well worked over by outstanding researchers. I remained concerned throughout the candidature that there was too much restatement of other academics' work. The scholarship is of high quality and does not leave much space for new interpretations.

Finally, we located a clear section in one chapter that was original. He signalled it in the abstract. He highlighted it in the introduction. He stressed the importance of this insight in the chapter itself and restated it in the conclusion. Needless to say, every examiner noted the original contribution to knowledge that had been highlighted for them, based on a careful and methodical understanding of the field. He passed without corrections.



04. Fill the bibliography with references to blogs, online journalism and textbooks

This is a new problem I have seen in doctorates over the past six months. Throughout the noughties, online sources were used in PhDs. However, the first cycle of PhD candidates who have studied in the web 2.0 environment are submitting their doctorates this year. The impact on the theses I have examined recently is clear to see. Students do not differentiate between refereed and non-refereed or primary and secondary sources. The Google Effect – the creation of a culture of equivalence between blogs and academic

articles – is in full force. When questioned in an oral examination, the candidates do not display that they have the capacity to differentiate between the calibre and quality of references.

This bibliographical flattening and reduction in quality sources unexpectedly affects candidates' writing styles. I am not drawing a causal link here: major research would need to be undertaken to probe this relationship. But because the students are not reading difficult scholarship, they are unaware of the specificities of academic writing. The doctorates are pitched too low, filled with informalities, conversational language, generalisations, opinion and unreflexive leaps between their personal "journeys" (yes, it is like an episode of The X Factor) and research protocols.

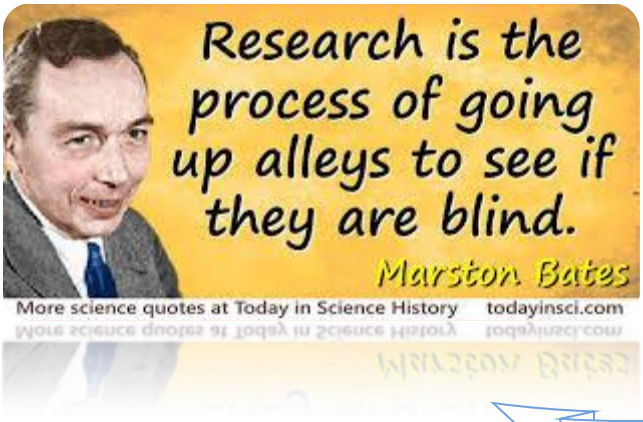
AN EXPERT
IS A PERSON WHO HAS MADE ALL THE MISTAKES
THAT CAN BE MADE IN A VERY NARROW FIELD."
NIELS BOHR
QUOTESEVERLASTING.COM

I asked one of these postgraduates in their oral examination to offer a defence of their informal writing style, hoping that the student would pull out a passable justification through the "Aca-Fan", disintermediation, participatory culture or organic intellectual arguments. Instead, the student replied: "I am proud of how the thesis is written. It is important to write how we speak."

Actually, no. A PhD must be written to ensure that it can be examined within the regulations of a specific university and in keeping with international standards of doctoral education. A doctorate may be described in many ways, but it has no connection with everyday modes of communication.

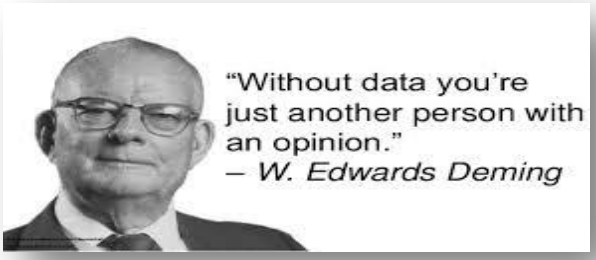
05. Use discourse, ideology, signifier, signified, interpellation, postmodernism, structuralism, post-structuralism or deconstruction without reading the complete works of Foucault, Althusser, Saussure, Baudrillard or Derrida

How to upset an examiner in under 60 seconds: throw basic semiotic phrases into a sentence as if they are punctuation. Often this problem emerges in theses where "semiotics" is cited as a/the method. When a student uses words such as "discourse" and "ideology" as if they were neutral nouns, it is often a signal for the start of a pantomime of naivety throughout the script. Instead of an "analysis", postgraduates describe their work as "deconstruction". It is not deconstruction. They describe their


Research is the process of going up alleys to see if they are blind.
Marston Bates
More science quotes at Today in Science History todayinsci.com

approach as "structuralist". It is not structuralist. Simply because they study structures does not mean it is structuralist. Conversely, simply because they do not study structures does not mean it is poststructuralist.

The number of students who fling names around as if they are fashion labels ("Dior", "Derrida", "Givenchy", "Gramsci") is becoming a problem. I also feel sorry for the students who are attempting a deep engagement with these theorists.

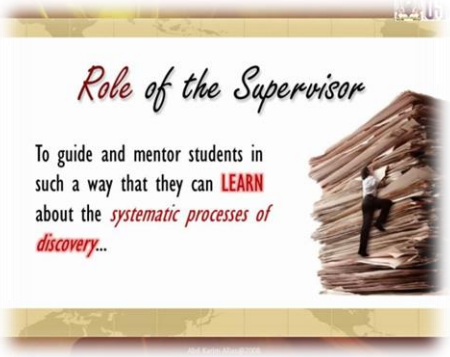


I am working with a postgraduate at the moment who has spent three months mapping Michel Foucault's Archaeology of Knowledge over media-policy theories of self-regulation. It has been frustrating and tough, creating – at this stage – only six pages of work from her efforts. Every week, I see the perspiration on the page and the strain in the footnotes. If a student is not prepared to undertake this scale of effort, they must edit the thesis and remove all these words. They leave themselves vulnerable to an examiner who knows their ideological state apparatuses from their repressive state apparatuses.

06. Assume something you are doing is new because you have not read enough to know that an academic wrote a book on it 20 years ago

Again, this is another new problem I have seen in the past couple of years. Lazy students, who may be more kindly described as "inexperienced researchers", state that they have invented the wheel because they have not looked under their car to see the rolling objects under it. After minimal reading, it is easy to find original contributions to knowledge in every idea that emerges from the jarring effect of a bitter espresso.

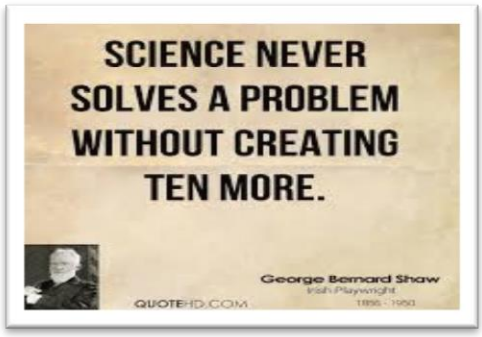
More frequently, my problem as a supervisor has been incredibly hardworking students who read so much that they cannot control all the scholarly balls they have thrown into the air. I have supervise an inspirational scholar who is trying to map Zygmunt Bauman's "liquid" research over neoconservative theory. This is difficult research, particularly since she is also trying to


Role of the Supervisor
To guide and mentor students in such a way that they can LEARN about the systematic processes of discovery...

punctuate this study with Stan Aronowitz's investigations of post-work and Henry Giroux's research into working-class education. For such students, supervisors have to prune the students' arguments to ensure that all the branches are necessary and rooted in their original contributions to knowledge.

The over-readers present their own challenges. For our under-readers, the world is filled with their own brilliance because they do not realise that every single sentence they write has been explored, extended, tested and applied by other scholars in the past. Intriguingly, these are always the confident students, arriving at the viva voce brimming with pride in their achievements. They are the hardest ones to assess (and help) through an oral exam because they do not know enough to know how little they know.

Helpful handball questions about the most significant theorists in their research area are pointless, because they have invented all the material in this field. The only way to create an often-debilitating moment of self-awareness is by directly questioning the script: "On p57, you state that the academic literature has not addressed this argument. Yet in 1974, Philippa Philistine published a book and a series of articles on that topic. Why did you decide not to cite that material?"



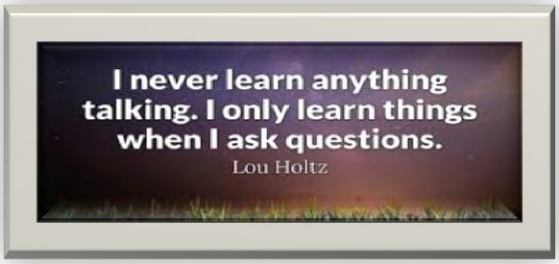
Invariably, the answer to this question – often after much stuttering and stammering – is that the candidate had not read the analysis. I leave the question hanging at that point. We could get into why they have not read it, or the consequences of leaving out key theorists. But one moment of glimpsing into the abyss of failure is enough to summon doubt that their "originality" is original.

07. Leave spelling mistakes in the script

Spelling errors among my own PhD students leave me seething. I correct spelling errors. They appear in the next draft. I correct spelling errors. They appear in the next draft. The night before they bind their theses, I stare at the ceiling, summoning the doctoral gods and praying that they have removed the spelling errors.

Most examiners will accept a few spelling or typographical mistakes, but in a word-processing age, this tolerance is receding. I know plenty of examiners who gain great pleasure in constructing a table and listing all the typographical and spelling errors in a script. Occasionally I do it and then I know I need to get out more.

Spelling mistakes horrify students. They render supervisors in need of oxygen.



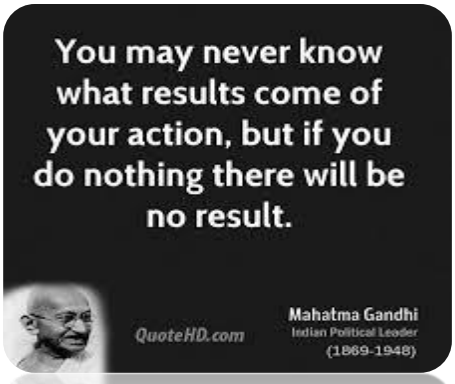
Postgraduates may not fail doctorates because of them, but such errors end any chance of passing quickly and without corrections. These simple mistakes also create doubt in the examiner's mind. If superficial errors exist, it may be necessary to drill more deeply into the interpretation, methods or structure chosen to present the findings.

08. Make the topic of the thesis too large

The best PhDs are small. They investigate a circumscribed area, rather than over-egging the originality or expertise. The most satisfying theses – and they are rare – emerge when students find small gaps in saturated research areas and offer innovative interpretations or new applications of old ideas.

The nightmare PhD for examiners is the candidate who tries to compress a life's work into 100,000 words. They take on the history of Marxism, or more commonly these days, feminism. They attempt to distil 100 years of history, theory, dissent and debate into a literature review and end up applying these complex ideas to Beyoncé's video for Single Ladies.

The best theses not only state their original contribution to knowledge but also confirm in the introduction what they do not address. I know that many supervisors disagree with me on this point. Nevertheless, the best way to protect candidates and ensure that examiners understand the boundaries and limits of the research is to state what is not being discussed. Students may be asked why they made those determinations, and there must be scholarly and strategic answers to such questions.

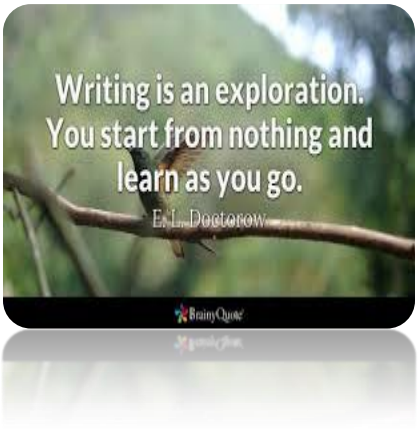

You may never know what results come of your action, but if you do nothing there will be no result.
Mahatma Gandhi
Indian Political Leader
(1869-1948)
QuoteHD.com

The easiest way to trim and hem the ragged edges of a doctorate is historically or geographically. The student can base the work on Belgium, Brazil or the Bahamas, or a particular decade,

governmental term or after a significant event such as 11 September 2001. Another way to contain a project is theoretically, to state there is a focus on Henry Giroux's model of popular culture and education rather than Henry Jenkins' configurations of new media and literacy. Such a decision can be justified through the availability of sources, or the desire to monitor one scholar's pathway through analogue and digital media. Examiners will feel more comfortable if they know that students have made considered choices about their area of research and understand the limits of their findings.

09. Write a short, rushed, basic exegesis

An unfair – but occasionally accurate – cliché of practice-led doctorates is that students take three and a half years to make a film, installation or soundscape and spend three and a half weeks writing the exegesis. Doctoral candidates seem unaware that examiners often read exegeses first and engage with the artefacts after assessing if candidates have read enough in the field.



Indeed, one of my students recommended an order of reading and watching for her examiners, moving between four chapters and films. The examiner responded in her report – bristling – that she would not be told how to evaluate a thesis: she always read the full exegesis and then decided whether or not to bother seeing the films. My student – thankfully – passed with ease, but this examiner told a truth that few acknowledge.

Most postgraduates I talk with assume that the examiners rush with enthusiasm to the packaged DVD or CD, or that they will not read a word of the doctorate until they have seen the exhibition. This is the same assumption that inhibits these students in viva voces. They think that they will be able to talk about "art" and "process" for two hours. I have never seen that happen. Instead, the emphasis is placed on the exegesis and how it articulates the artefact.

Postgraduates entering a doctoral programme to make a film or create a sonic installation subject themselves to a time-consuming and difficult process. If the student neglects the exegesis until the end of the candidature and constructs a rushed document about "how" rather than "why" it was made, there will be problems.

The best students find a way to create "bonsai" exegeses. They prepare perfectly formed engagements with theory, method and scholarship, but in miniature. They note word limits, demonstrate the precise dialogue between the exegesis and artefact, and show through a carefully edited script that they hold knowledge equivalent to the "traditional" doctoral level.

10. Submit a PhD with a short introduction or conclusion

A quick way to move from a good doctoral thesis to one requiring major corrections is to write a short introduction and/or conclusion. It is frustrating for examiners. We are poised to tick the minor corrections box, and then we turn to a one- or two-page conclusion.

After reading thousands of words, students must be able to present effective, convincing conclusions, restating the original contribution to knowledge, the significance of the research, the problems and flaws and further areas of scholarship. Short conclusions are created by tired doctoral students. They run out of words.

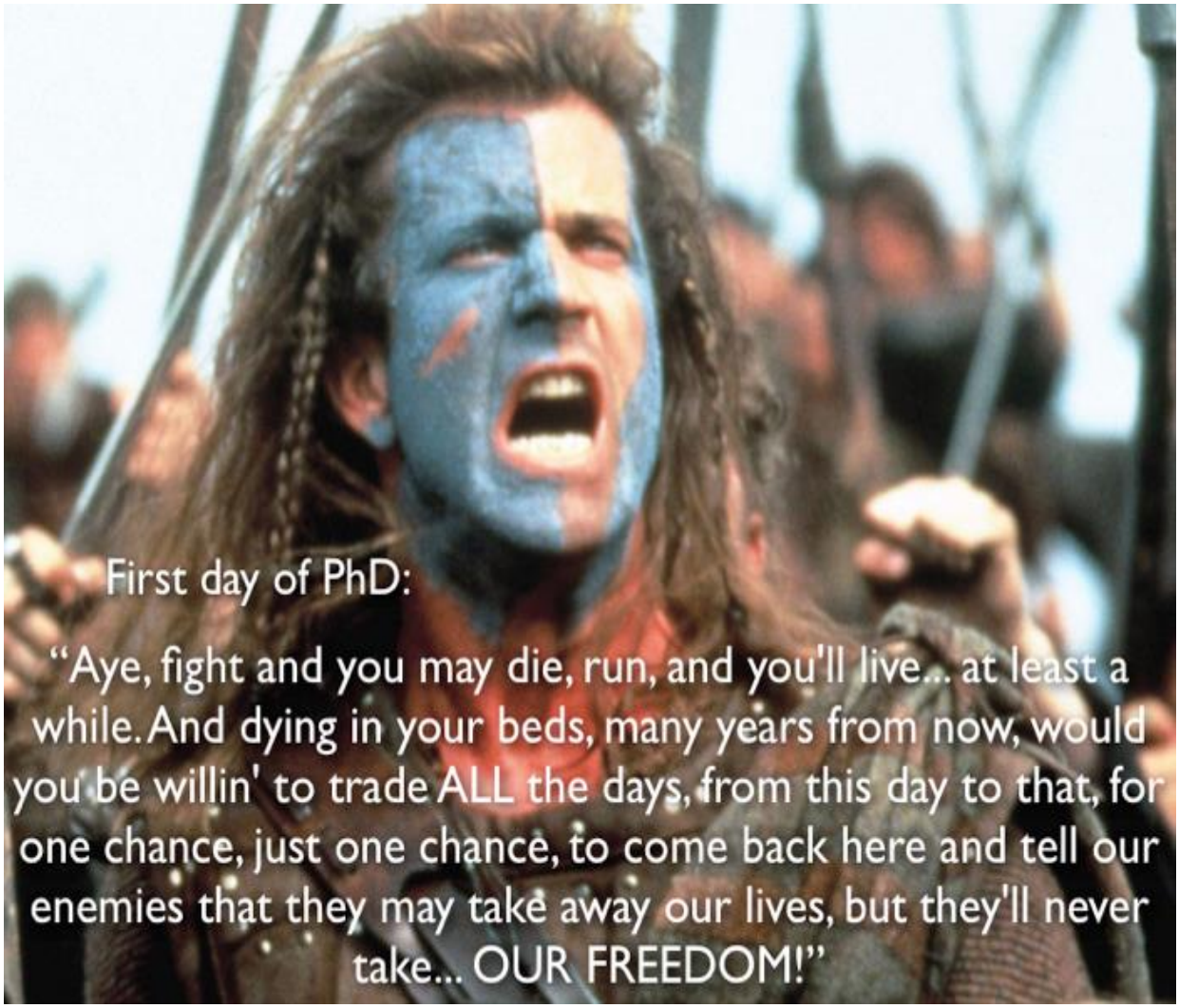
Short introductions signify the start of deeper problems: candidates are unaware of the research area or the theoretical framework. In the case of introductions and conclusions in doctoral theses, size does matter.

Hope washes over the start of a PhD candidature, but desperation and fear often mark its conclusion. There are (at least) ten simple indicators that prompt examiners to recommend re-examination, major corrections or – with some dismay – failure. If postgraduates utilise these guidelines, they will be able to make choices and realise the consequences of their decisions.

The lessons of scholarship begin with intellectual generosity to the scholars who precede us. Ironically – although perhaps not – candidatures also conclude there.

Movie Quotes for the PhD life

What if your PhD was a movie?

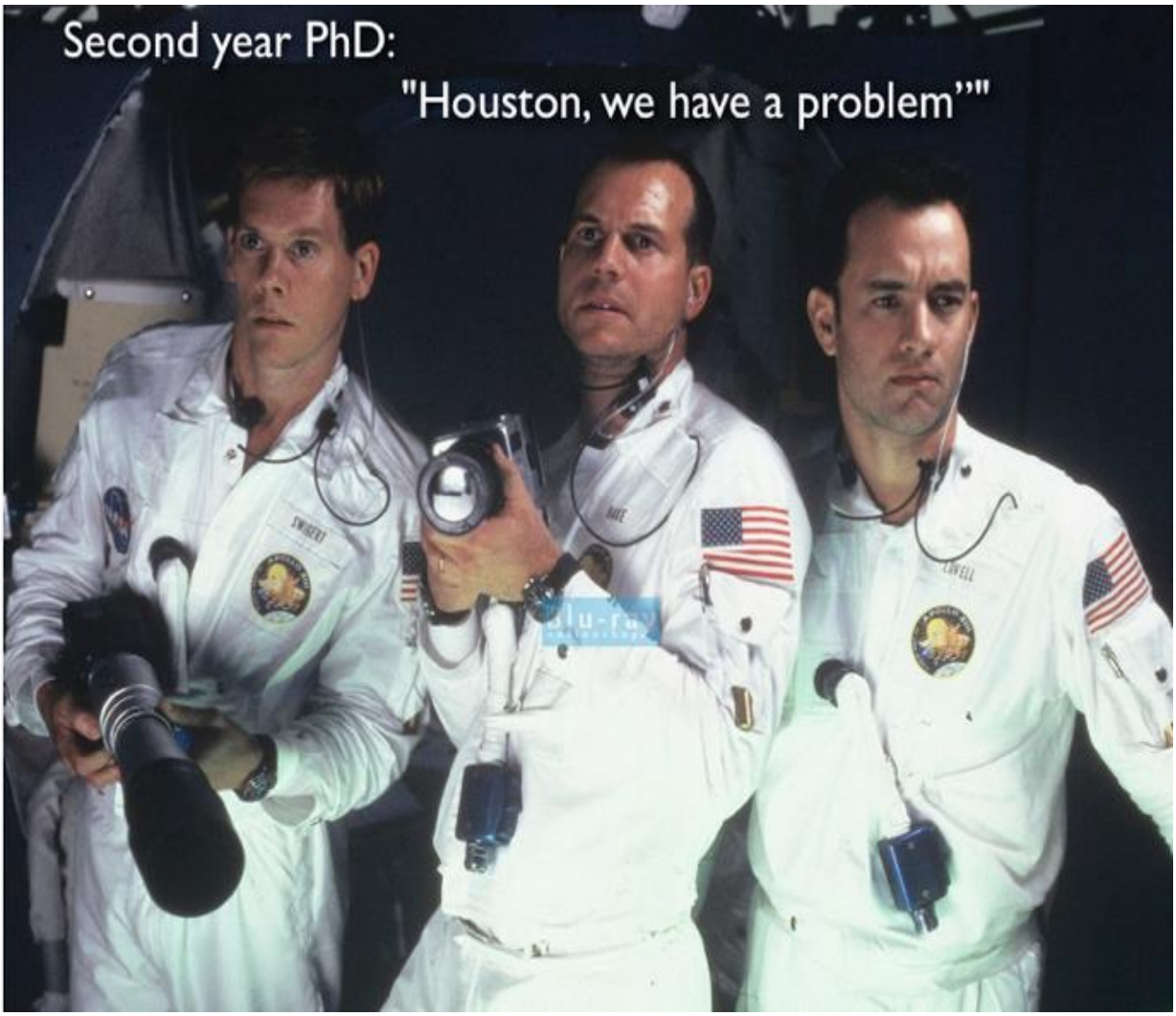

First day of PhD:
"Aye, fight and you may die, run, and you'll live... at least a while. And dying in your beds, many years from now, would you be willin' to trade ALL the days, from this day to that, for one chance, just one chance, to come back here and tell our enemies that they may take away our lives, but they'll never take... OUR FREEDOM!"

'Braveheart'

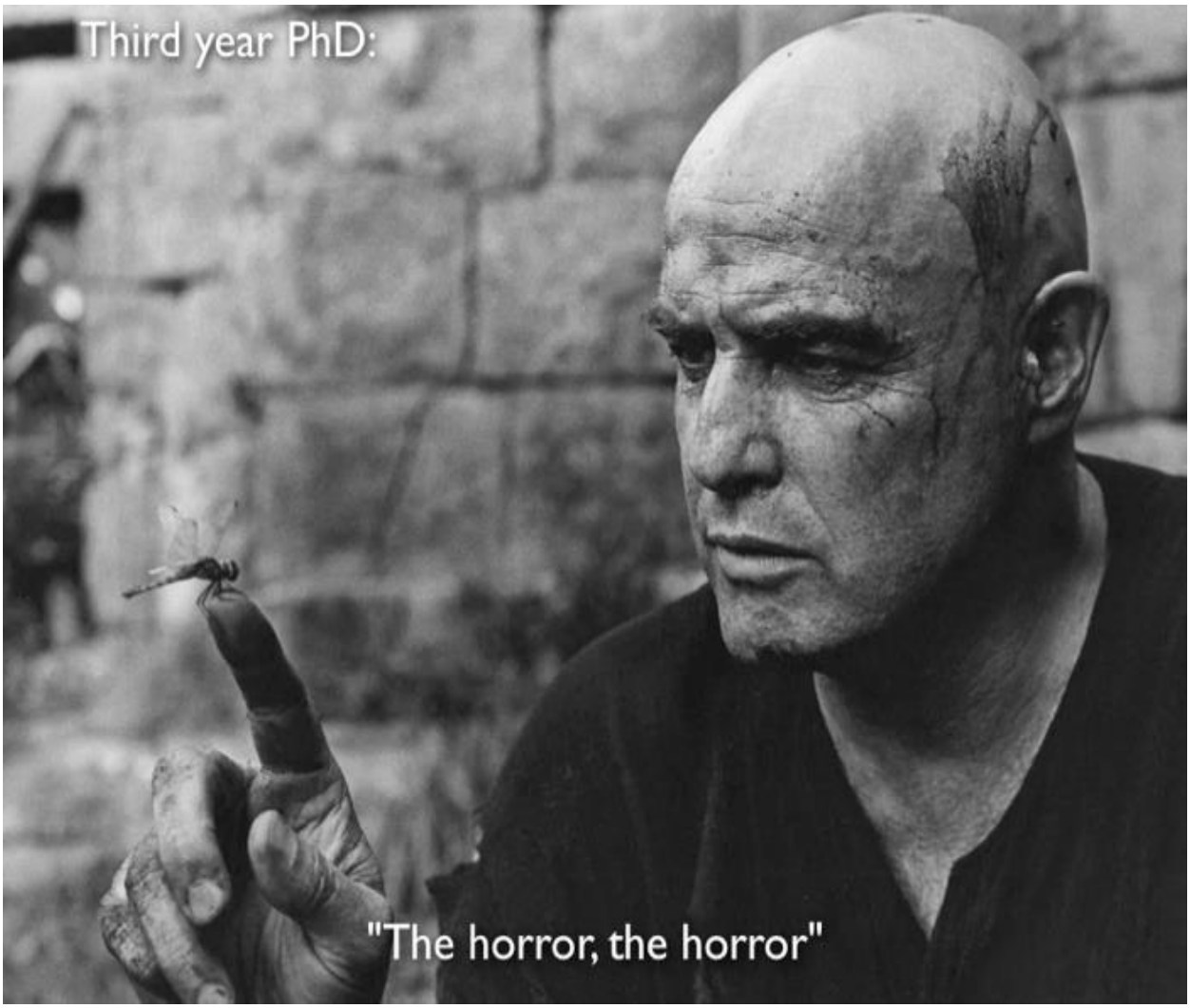
First column:
"Column, I think this is the beginning of a beautiful friendship"

‘CASABLANCA’

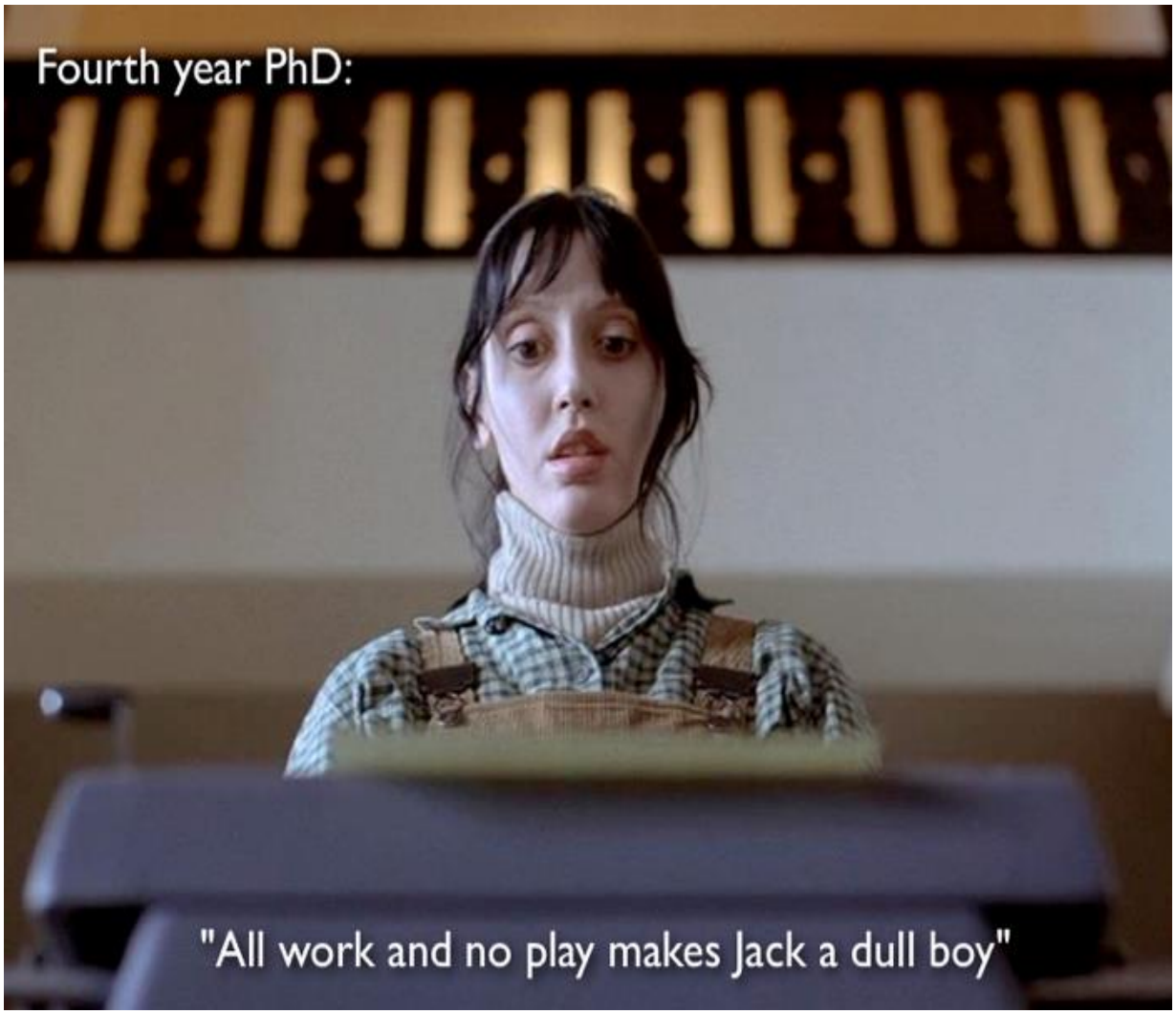
'Apocalypse Now'



‘APOLLO 13’



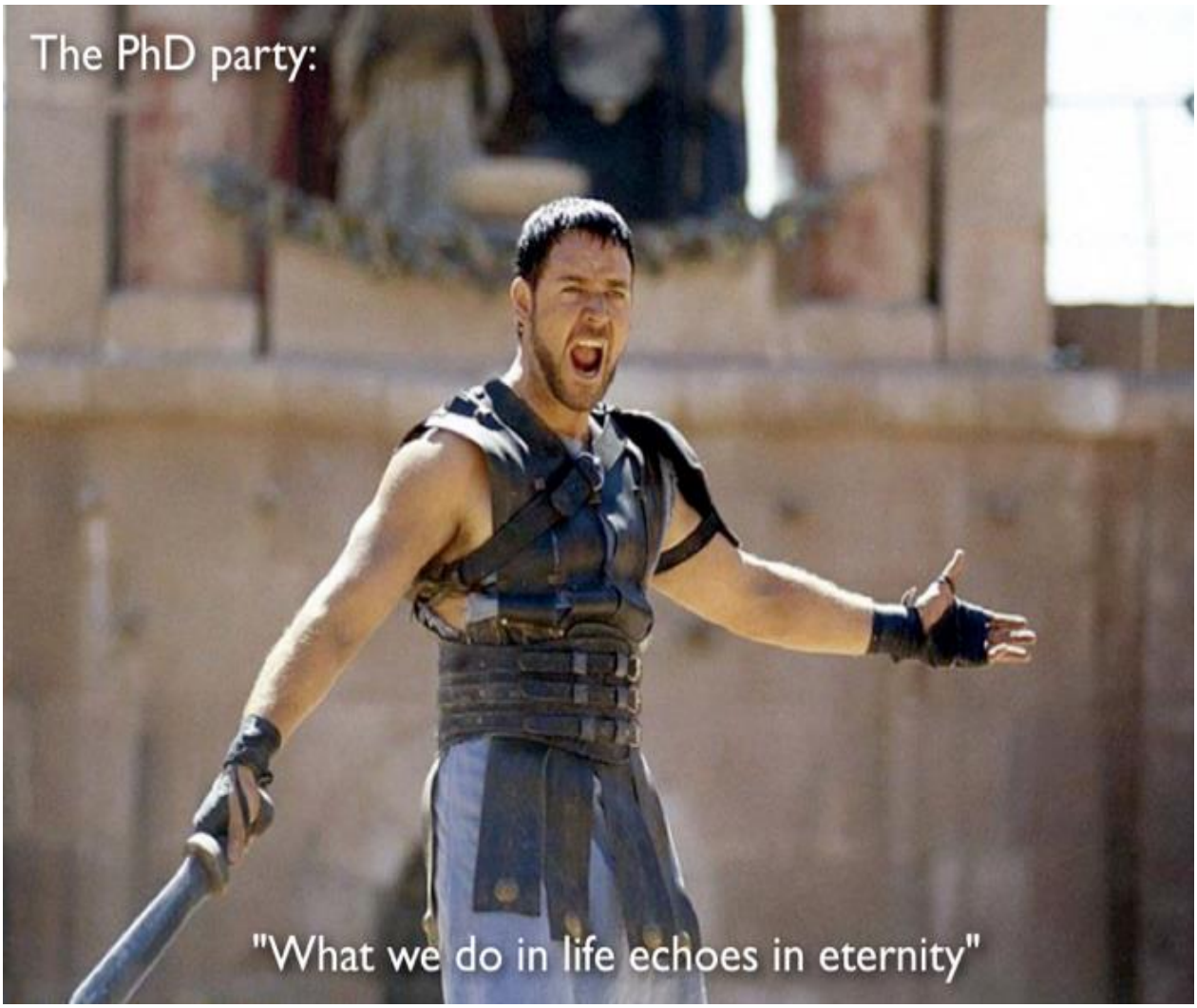
'Apocalypse Now'



'THE SHINING'

'The Godfather II'

'Titanic'



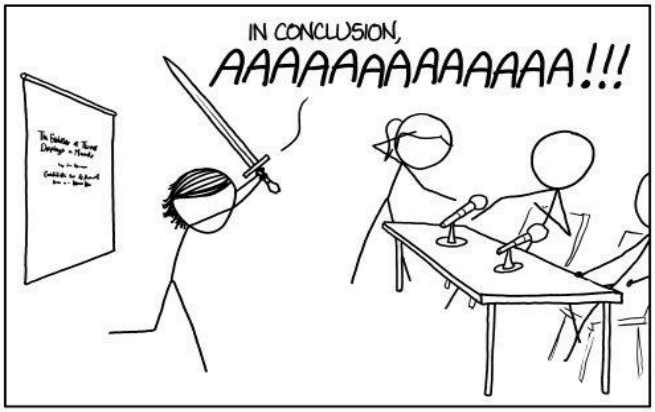
‘The Gladiator’

Defending a Thesis

presentation with flair

Introduction

The thesis defense or viva voce is like an oral examination in some ways. It is different in many ways, however. The chief difference is that the candidate usually knows more about the syllabus than do the examiners.



Nowadays, PhD defenses are generally public, by inviting people, especially academicians, research scholars, etc. The trick of the trade in giving a great presentation is to be prepared, know your subject, and practise your presentation until you feel completely natural to stand up in front of an audience. Perhaps your first presentation will be in an informal setting with other members of your lab during a weekly or monthly group meeting. Or you may be asked to give a talk to the entire department.

Be ready

You're nearly ready for the final act. After several years of research and the hard work of writing up your results, you have submitted your magnum opus to your viva committee and now face the final step. Ready or not, it's time to put yourself and your work in the critical examination in a public spotlight.

A variety of formal procedures and regulations, which vary by institution, dictate how and where your thesis defense is conducted. Usually, a scholar is interrogated endlessly by a committee of experts, and there is a small but finite chance the candidate will fail. You want to perform well and bring your Ph.D. studies to the best possible conclusion. To ensure a successful thesis defense, you need to do three things: prepare, prepare, and prepare.

Most doctoral programs provide opportunities to participate in the defense meetings or also known as Public viva-voce of other doctoral candidates. Make it a point to attend a few of these meetings. Chances are that you'll be pleasantly surprised by a tone that is much more supportive and respectful than what you had imagined.

Defense consists of four stages:

- A brief and self-introduction giving the academic and/or industrial background.
- A presentation, usually with PPT slides, covering the major aspects, viz research questions, importance of the study, findings & conclusion and usefulness to the public, etc.
- A critical question-answer session

- Private discussion of the presentation by the committee members

Full Coverage
Your presentation (and thesis) needs to address the following:

- What is the **problem** you are studying?
- Why is it **important**?
- What **results** have you achieved?

Time Management

Generally, the whole defense will not take more than two hours, but should take considerably less time. Part of the challenge of a defense is to convince the committee that you can summarize the important points of your work in a very limited time.

Keep to your allotted time. If you've been given 20 minutes for your talk, then talk for 20 minutes. Fifteen minutes is even better so that you can allow some time at the end of your presentation for questions and/or discussion. For many people, the question-and- answer session is the most nerve-racking part of the presentation. After all, you have no control over the questions asked, so you can't really prepare the answers. Or can you? A good exercise is to try to anticipate the questions you may be asked and prepare the answers in advance.

Meticulous Preparation

So in the week or two before your thesis defense, read your thesis all the way through with a critical eye and a highlighter in hand to refresh your memory about experimental details, protocols, results, and your conclusions. Years have passed since you did some of that work, so it's important to remind yourself of the fine points.

As you read, put yourself in the role of an examiner. What would you ask the author of this thesis? Where are the trouble spots, the unresolved issues, the

shaky conclusions? If you can predict some of the questions and prepare the answers, you will be in much better shape during the defense itself. Even if you don't get those questions, the exercise will give you confidence and reacquaint you with the fundamentals.

Judge the Committee!

It would be a mistake, however, to underestimate the examiners' knowledge of your subject. Moreover, in the formal setting of a thesis defense, you have one truly big disadvantage: Your examiners can prepare questions beforehand, but you have to reply to them on the spot. Some examiners are very good at finding awkward or controversial issues, and they will certainly question you about those aspects of your work.

As you stand in the spotlight, you may even realize, to your discomfort, that it's been quite some time since you thought about those thorny issues. Consequently, some questions will be sincere questions: the examiner asks because he/she doesn't know and expects that the candidate will be able to rectify this. Scholars often expect questions to be difficult and attacking, and answer them accordingly. Often the questions will be much simpler than they expect.

Think of your defense as a high-level professional conversation about a topic of interest. No doctoral dissertation committee worthy of the name assembles for the sole purpose of publicly humiliating a candidate; faculty members are in the business of supporting successful program completion whenever possible. Have some confidence in you!

Discuss your planning with your supervisor

This may be a very crucial and important stage of preparation. This meeting might feel more like a negotiation than a discussion. At one end of the table is you, the hard- working Ph.D. scholar who wants to wrap up the work in a reasonable amount of time. At the other end of the table is your supervisor, possibly hungry for more research results that can be used in a future presentation or publication. Hopefully, some disagreements about how much work you need to do can be curtailed by giving your supervisor your proposed table of contents and your countdown list in advance of the meeting. These documents will show your progress and demonstrate how much you already have accomplished.

If there is a major disagreement, try not to get angry. Instead, summarize the issues you don't agree about and ask for some time to reflect on your supervisor's point of view. Sometimes these planning discussions can't be finished in a single meeting, may extended to two or three meetings; it's worth doing properly. You will save yourself quite a bit of thesis-preparation stress if you can structure a countdown plan on which all parties can agree.

Rehearsal of Presentation

You've structured your talk and made your slides. Now for the fun part: It's time to rehearse your presentation out loud. First do a self-presentation (this will feel funny at first, but it is very effective for putting yourself at ease and for getting used to the sound of your voice in a quiet room). Then practise your talk in front of a few fellow students or other trusted colleagues. Use these practice sessions to rehearse the pacing of your talk and to master the effective use of visual aids. Ask your colleagues for their comments and honest assessment of your performance at the end of the presentation. Productive criticism from friends is useful for making improvements, and it's better to hear it from them.

Be ready for a 'free kick'. It is relatively common that a panel will ask one (or more) questions that, whatever the actual wording may be, are essentially an invitation to you to tell them (briefly) what is important, new and good in your thesis. You would feel you are in your comfort-zone, so you should rehearse this. You should be able to produce on demand (say) a one minute speech and a five minute speech, and be prepared to extend them if invited by further questions. Do not try to recite your abstract: written and spoken styles should be rather different. Rather, rehearse answers to the questions:

"*What is your thesis about, what are the major contributions and what have you done that merits a PhD*?"

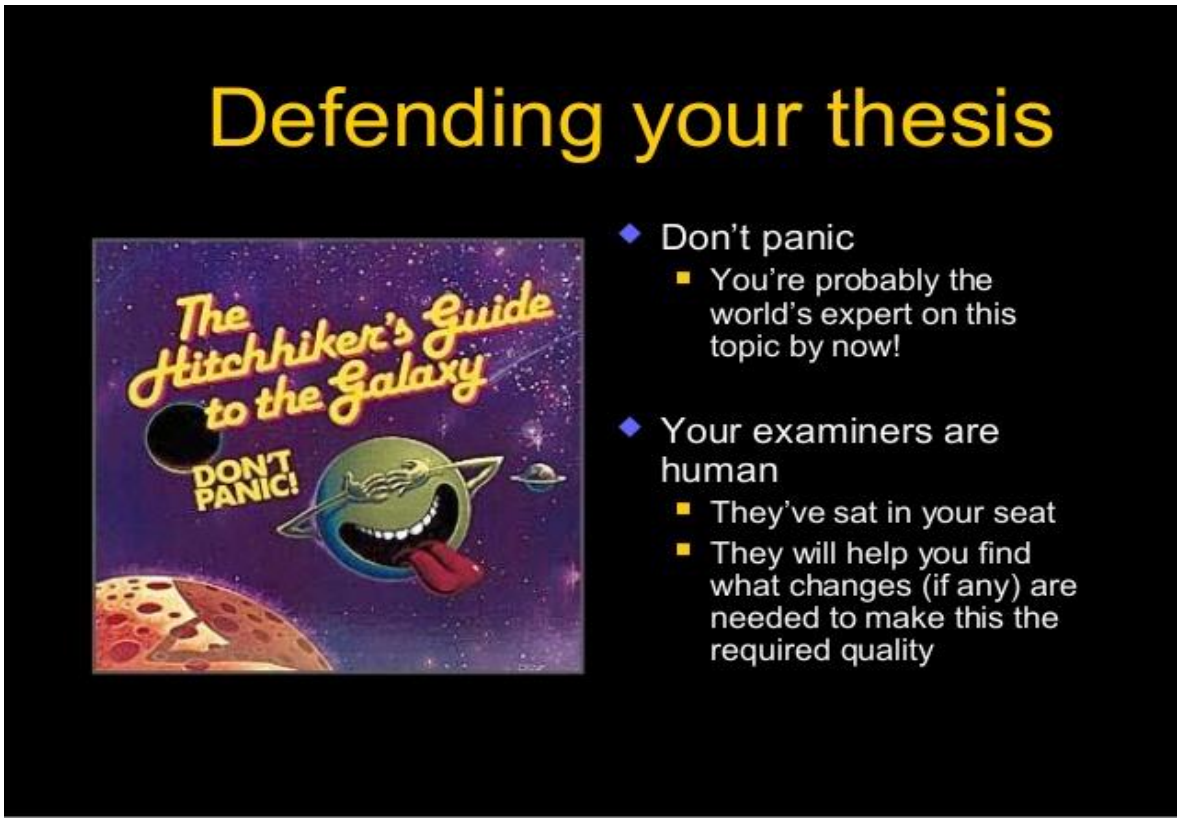
Remember, the German philosopher Goethe's advice of "Do not hurry; do not wait" is doubly applicable.

The WORLD CUP vs. The Ph.D.
Organized every four years.
Takes four years just to get organized.
Consists of long boring periods punctuated by moments of sheer glory.
Consists of long boring periods.
Goooooaaaaalll!!
Duuuuuuuullllll!
Amazing displays of athletic performance.
A maze of dismaying academic conformance.
In the U.S., they call it "Soccer."
In the U.S., they call you a sucker.
Often comes down to a single penalty shot.
Often comes down to a single faculty vote.
Watched by billions of fans from every nation.
Used by millions of grads for procrastination.
JORGE CHAM © 2010
WWW.PHDCOMICS.COM

Anticipate the Questions

Some questions may be just too difficult to answer right away, or you may be caught off- guard. You may tempt to try to bluff your way through it, but a better solution is to admit that you don't know but discuss the issues raised by the query intelligently. Examiners will recognize the distinction between a candidate who prevaricates and one who makes a real attempt to address the question, even if there's no complete answer.

Don't be surprised if some examiner asks you to get more specific with a question such as, "If you had this study to do over again, what would you do differently?" or "Is this a line of research you care to pursue beyond the dissertation and, if so, how?"


Defending your thesis
The Hitchhiker's Guide to the Galaxy
DON'T PANIC!
Don't panic
You're probably the world's expert on this topic by now!
Your examiners are human
They've sat in your seat
They will help you find what changes (if any) are needed to make this the required quality

Question-Answer Session

Read the following and understand the intricacies involved in each:

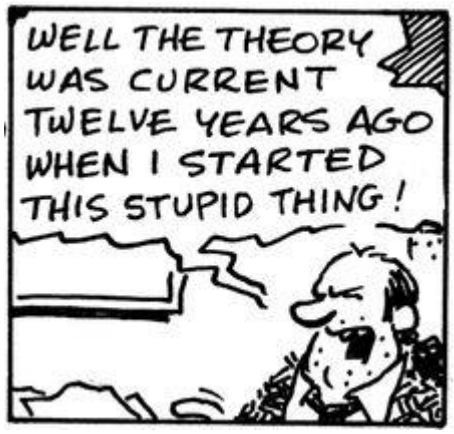
1. Listen to the question carefully. Too often, Ph.D. scholars stop listening halfway through because they believe they know what the question is about, or they are so nervous they start preparing the answer in their heads while the question is still being asked. But sometimes the real question comes only at the very end of a long exposé (in which the examiner may be trying to show off), and it may not be the question you anticipate. So it is suggested that the you listen attentively the whole time the examiner is speaking. To help you maintain your concentration, you might want to take simple notes or jot down key words to remind you what was said. Just don't let the note-taking distract you from careful listening.

2. Begin your answer by rephrasing the question succinctly and politely: "Professor Mishra, or Dr Gopal (or whatever address the formalities require), your question on the research described in Chapter 2 addresses problematic issue from an interesting perspective. If I understand your query correctly, you wonder why ..." This rephrasing establishes whether you have understood the question properly, and it gives you a moment to collect your thoughts and prepare the best possible answer.

3. Finally, answer the question. This might seem obvious; but too often the candidate will make no serious attempt to answer the question properly, launching instead into a related or unrelated tangent or long-winded explication that--it is hoped--seems like an answer, but isn't.

Tips for a perfect presentation

Public speaking is an art. Some people are great at it, others less so. The good news is that many of the necessary skills can be learned. Everyone loves to listen to a great speaker, so aim to be the kind of speaker whose talks you have enjoyed. During your presentation make your voice, facial expressions, and the body language perfect which are your most important attributes:



- *Be conscious of how you use your voice*. Note that it's not just what you say that counts; it's how you say it. Speak clearly and be audible to the last-row. Don't rush. Use a natural pace, but don't be conversational. Speaking in a monotone is boring and will put people to sleep, so be sure to vary the speed and pitch of your voice.

- *Pause at key points* to allow the audience to absorb your words.

- *Look at the audience throughout your talk*. You will create a rapport with the audience by establishing eye contact with as many people as possible. At the same time, be aware of your facial expressions. If you look bored, the audience will be bored. If you are animated and alert, the audience will be interested in what you have to say.

- *Be receptive to the audience*. Pay attention to the audience's body language and nonverbal reactions to your remarks. Know when to stop and when to leave out part of your presentation if you begin to sense that people in the audience are losing their ability to pay attention.

Ensure that you avoid:

- blocking the screen with your body;
- gesturing excessively with your hands or fidgeting;
- mumbling and turning your back to the audience; and
- reading from your slides word for word.

"I don't believe I've ever seen a scientific paper defended quite as vigorously as this one!"

Conclusion

After all is said and done, a thesis is an elaborate exercise. It is a demonstration that you are capable of conceptualizing, conducting, and reporting research in a reasonably independent way. Only a tiny fraction of the theses written are published, and even then, they require extensive editing. Why? First of all, theses are written by novices. As a result, they initiate your career as a scholar rather than define it.

"An excellent defense. Let's give her the doctorate."

Transforming a thesis into a publishable piece is a major overhaul because the manuscripts written by students and the articles published in scholarly journals have a different scope, purpose, audience, and style. The real contribution of most theses is that they lead to conferral of the degree, open up new career options, help you to mature as a scholar, and socialize you into the scholarly norms of your field.

"You can tell whether a man is clever by his answers.
You can tell whether a man is wise by his questions."

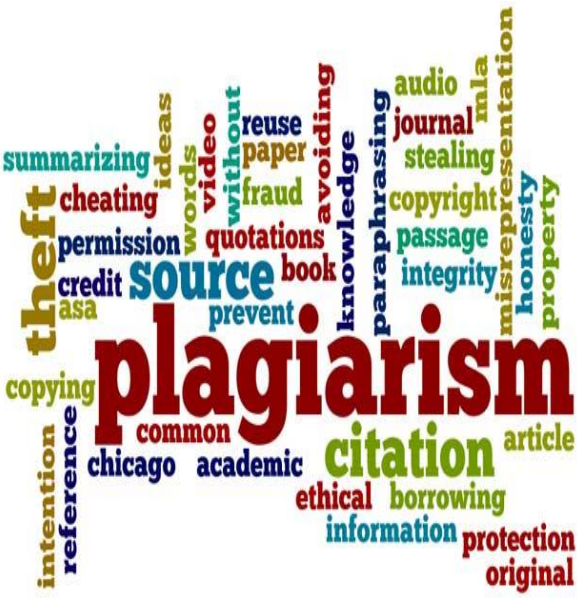
<< **Naguib Mahfouz**

A Brief on

Plagiarism

What is plagiarism?

Plagiarism is the method of taking another person's writing, conversation, song, or even idea and showing it off as one's own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Whenever you paraphrase, summarize, or take words, phrases, or sentences from another person's work, it is necessary to indicate the source of the information *within your paper* using an internal citation. It is not enough to just list the source in a bibliography at the end of your paper. Failing to properly quote, cite or acknowledge someone else's words or ideas with an internal citation is plagiarism.



Plagiarism is deception in a literal sense. Plagiarism is copying the work of others and claiming it as your own. Whether you copy from a published essay, an encyclopedia article, or a paper from a fraternity's files, you are plagiarizing. If you do so, you run a terrible risk. You could be punished, suspended, or even expelled. There is also another kind of plagiarism, known as accidental plagiarism. This happens when a scholar does not intend to plagiarize, but fails to cite the sources completely and correctly. Careful notetaking and a clear understanding

of the rules for quoting, paraphrasing, and summarizing sources can help prevent this.

Tips for avoiding accidental plagiarism

- Cite every piece of information that is not a) the result of your own research, or b) common knowledge. This includes opinions, arguments, and speculations as well as facts, details, figures, and statistics.
- Use quotation marks every time you use the author's words. (For longer quotes, indenting the whole quotation has the same effect as quotation marks.)
- At the **beginning** of the **first sentence** in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea:
    - According to Smith...
    - Jones says...
    - In his 1987 study, Robinson proved...
- At the **end** of the **last sentence** containing quoted, paraphrased, or Summarized material, insert a **parenthetical citation** to show where the material came from:

    The *St. Martin's Handbook* defines plagiarism as "the use of someone else's words or ideas as [the writer's] own without crediting the other person" (Lunsford and Connors 602).

    (Notice the use of brackets to mark a change in the wording of the original.)

The following discussions and examples are cited from:
Lunsford, Andrea, and Robert Connors. *St. Martin's Handbook*. 3rd. ed. New York: St. Martin's Press, 1995.

Avoiding two common forms of accidental plagiarism

1. Paraphrases with no citation

Because a paraphrase is supposed to contain all of the author's information and none of your own commentary, a paraphrase with no citation is an example of plagiarism. The *St. Martin's Handbook* defines an appropriate paraphrase as follows:

A **paraphrase** accurately states all the relevant information from a passage *in your own words and phrasing,* without any additional comments or elaborations [it] always restates *all* the main points of the passage in the same order and in about the same number of words. (Lunsford and Connors 596)

Lunsford and Connors go on to give two examples of unacceptable paraphrases: one that uses the author's words, and one that uses the author's sentences structures (597).

Lunsford and Connors also state that "even for acceptable paraphrases you must include a citation in your essay identifying the source of the information" (597). This point is crucial: *without the information about the source, an appropriate paraphrase becomes plagiarism.*

Even if you have avoided using the author's words, sentences structure, or style, **an unattributed paraphrase is plagiarism because it presents the same information in the same order.**

2. Misplaced citations

If you use a paraphrase or direct quotation, it is important to place the reference at the very end of all the material cited. Any quoted, paraphrased, or summarized material that comes *after* the reference is plagiarized: it looks like it is supposed to be your own idea.

This is one reason why accurate note taking is so important; it is possible to forget which words are yours and which are the original writers.

Original source:

Paraphrasing material helps you digest a passage, because chances are you can't restate the passage in your own words unless you grasp its full meaning. When you incorporate an accurate paraphrase into your essay, you show your readers that you understand that source. (Lunsford and Connors 596)

Plagiarism (misplaced citation):

Lunsford and Connors say that paraphrasing is useful because "[p]araphrasing material helps you digest a passage, because chances are you can't restate the passage in your own words unless you grasp its full meaning" (596). When you incorporate an accurate paraphrase into your essay, you show your readers your understanding of that source.

The reader would logically assume that the sentence following the citation is your own comment on the quotation, when it is actually part of the original quote.

Finally, a point about multiple citations from the same source: cite them all individually. It is not adequate to give one citation at the end of the paragraph for a bunch of individual points abstracted from a source.

Parenthetical citations are intended to make citing your sources easy to do; don't be shy about using them.

Example of acceptable paraphrase: putting the idea in your own words

Taken from **Lunsford and Connors 597-98**. Key words and phrases in the original are in boldface. The changes in wording and sentence structure in the paraphrase are underlined.

Original

But **Frida's outlook was vastly different** from that of the Surrealists. Her art was not the **product of a disillusioned European culture** searching for an **escape from the limits of logic** by **plumbing the subconscious**. Instead, **her fantasy was a product of her temperament, life, and place**; it was a way of **coming to terms with reality**, not of **passing beyond reality** into another realm.

Hayden Herrera, *Frida: A Biography of Frida Kahlo* (258)

Paraphrase

As Herrera explains, Frida's surrealistic vision was unlike that of the European Surrealists. While their art grew out of their disenchantment with society and their desire to explore the subconscious mind as a refuge from rational thinking, Frida's vision was an outgrowth of her own personality and life experiences in Mexico. She used her surrealistic images to understand better her actual life, not to create a dream world (258).

The following discussions and examples are cited from:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism:**

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage <u>acceptable</u>?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original; uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage <u>acceptable</u>?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism *<u>even if the writer cites in her own text the source of the phrases or sentences she has quoted.</u>*

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2**. Paraphrase**, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up

the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in

1960. This is generally known information. **You do not need to**

document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

The following discussions and examples are cited from:
http://www.ccc.commnet.edu/mla/plagiarism.shtml

Some More Examples

The original text from Elaine Tyler May's "Myths and Realities of the American Family" reads as follows:

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

Here are some possible uses of this text. As you read through each version, try to decide if it is a legitimate use of May's text or a plagiarism.

Version A:

Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.

Plagiarism: In Version A there is too much direct borrowing of sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.

Version B:

As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589).

Plagiarism: The writer now cites May, so we're closer to telling the truth about the relationship of our text to the source, but this text continues to borrow too much language.

Version C:

By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Plagiarism: Version C shows good paraphrasing of wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged.

Version D:

Women today still earn less than men — so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589).

This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities. . . .

No Plagiarism: The writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own. The quotation is properly cited, as is a later paraphrase of another of May's ideas.

Strategies for Detection

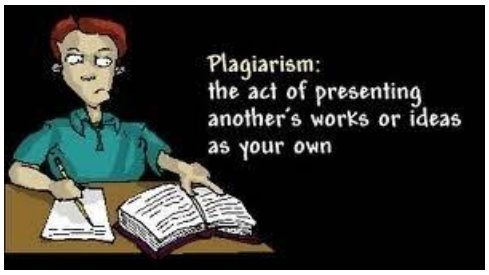
There are some tell-tale signs that a passage, paper, article, etc., have been plagiarized. These include:

- mixed citation styles
- no references or quotations

- missing references
- bibliography entries that have not been cited
- strange formatting
- anachronisms
- datedness
- sharp shifts in style

Run papers, passages, etc.., that display any of these features through one of the plagiarism detection services listed here:

[a] http://www.plagiarismchecker.com/
[b] http://bedfordstmartins.com/technotes/techtiparchive/ttip102401.htm
[c] http://www.duplichecker.com/
[d] http://www.dustball.com/cs/plagiarism.checker/
[e] http://teaching.berkeley.edu/bgd/prevent.html
[f] http://www.virtualsalt.com/antiplag.htm
[g] http://www.plagiarism.com
[h] http://www.plagiarism.org
[i] http://www.plagiarisma.net



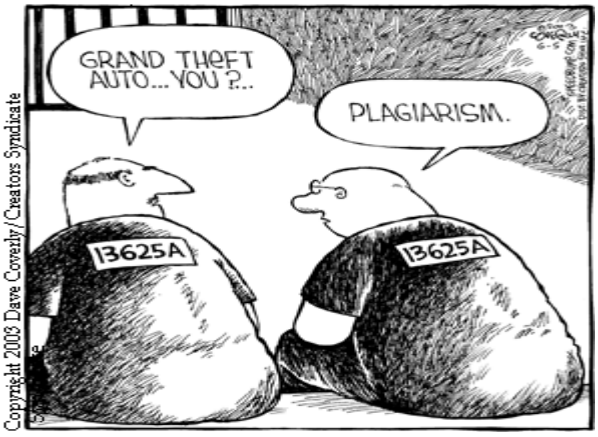
"The important thing is not to stop questioning."<< **Albert Einstein**

"I need you to do a presentation on the topic of 'plagiarism'. If you don't have time to prepare anything, just steal something off the Internet."

"'Plagiarism?' But my roommate gave me permission to use his paper and said I didn't have to cite him."

MY TEACHER GAVE ME AN 'F' ON MY REPORT. SHE ACCUSED ME OF PLAGIARIZING OFF THE INTERNET!
THAT'S OUTRAGEOUS! I'LL GET HER FIRED! I STOLE THAT REPORT YEARS AGO FROM NATIONAL GEOGRAPHIC MAGAZINE AND GOT AN 'A' ON IT!
www.cagle.com

off the mark.com
by Mark Parisi
YOU WANT TO SUE ALL THESE PEOPLE FOR PLAGIARIZING YOU?
THE FIRST PERSON TO TWITTER, "I'M HAVING COFFEE"
© Mark Parisi, Permission required for use.



Participating in a Research Study

In general, any University is committed to the conduct of responsible research. Research has significantly contributed to improvements for many people from every walk of life. Many advances in knowledge would not have been possible without individuals willing to participate. If you are considering participating in a research study, this resource will help you understand your rights as a research volunteer and help you to decide if you should take part. It will also help you understand some of the basic requirements for good research. We encourage you to review this information and discuss it with other people you trust.

Some thoughts:

- Your decision will not affect your relationship with the organization conducting the research
- If anyone asks you to take part in a research study, you have the right to say "no"
- You need to weigh both the risks of the study and the benefits
- It may be helpful to talk with family, friends, or other people you trust as you decide whether to participate
- If you decide to take part in a research study, you can change your mind and stop or leave the study at any time without anyone holding it against you

What is a research study?

"..and these soya beans were engineered using human DNA."

A research study is an organized activity designed to learn more about a problem or answer questions. Many different kinds of studies are conducted. For example, a study may test if a product, such as a drug or equipment, is safe and effective. A study may be done to find out what education practices work best. A study may use a survey or an interview to understand needs, problems, or feelings people have about an important topic. A study may be done to determine the best way to treat or prevent an illness.

Why volunteer for a study?

There are many reasons to take part in research. You may want to:

- help scientists find out more about how the human body and mind work
- help other people
- help find a cure for an illness

If you decide to take part in a research study, you do so as a VOLUNTEER.

That means YOU decide whether or not you will take part. If you choose to do so, you have many important rights.

Are there benefits to being in a research study?

There may or may not be a direct benefit to you if you take part in a research study. You may get better as a result of your taking part in the study, you may stay the same, or you may even get worse. No one can predict the outcome of a research study or

how it might affect you. The study may not help you personally, but your taking part may result in information that helps others in the future.

Are there risks or side effects in a research study?

Sometimes research procedures may cause discomfort and side effects. The questions being asked could make you uncomfortable. The risks and side effects of the research may not be known completely when you start the study. The research staff will discuss with you known possible risks so you can decide if you want to volunteer. If you do volunteer, the research staff will tell you about any new risks that they learn about during the study for as long as you take part in the study.

What questions should I ask before I agree to take part in a research study?

Before you decide to volunteer to take part in a research study, you need to know as much as possible about the research study. If there are any issues that concern you, be sure to ask questions. You might want to write your questions down in advance or print out this page to take with you. The following is a list of sample questions. Not every question will apply to every study. Remember, if you do not understand the answer to one of your questions, ask the question again and ask the person to explain the answer in a way you can understand it. If you forget the answers to the questions during the study, just ask them again.

- Who is doing this study and what question might it answer?
- Will this research help in understanding my condition? If so, how?
- What tests or procedures will be done?
- Will I have to make extra trips?
- What could happen to me, good and bad, if I take part in the study?
- How long will this study last?

- What will happen to any specimens that I give?
- Who has reviewed and approved this study?
- Could I get worse during the study? What will happen if I do?
- What other options or choices do I have if I decide not to take part?
- Will I be charged anything or paid anything to be in this study?
- If I decide to take part in this study, how will it affect my daily life?
- What will happen to me at the end of the study?
- Will I be told the results of the study?
- Who will find out that I am taking part in this study?
- How do I stop taking part in this study if I change my mind?
- Whom do I contact for questions and information about the study?
- What will happen to my private information?

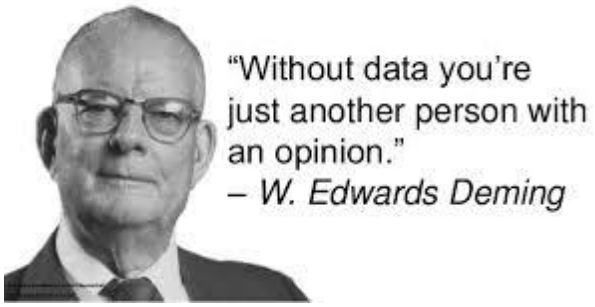
What is informed consent?

Informed consent is the process of learning the key facts about a research study before you decide whether or not to volunteer. Your agreement to volunteer should be based upon a clear understanding of what will take place in the study and how it might affect you. Informed consent begins when the research staff explains the facts to you about the research study. The research staff will assist you with the "informed consent document" that goes over these facts so you can decide whether or not you want to take part in the study. These facts include details

about the study, procedures you may receive, the benefits and risks that could result, and your rights as a research volunteer. Please note that the "informed consent document" is not a legal document.

Who will answer my questions about the informed consent form?

You should take your time when you read the consent form. If you have any questions, ask the research staff. If you don't understand something, ask them to explain it to you so you do understand. If English isn't your native tongue, ask for an interpreter to be present when you are discussing the study with the research staff. The written and verbal informed consent information will be given to you in a language that you know. You can take the information home with you and discuss it with your family, friends, a health care provider, or others before you decide whether or not to take part in the study.



If you decide to take part in the study, you may be asked to sign the informed consent form. However, the informed consent process is more than just signing a piece of paper. It is a process that goes on throughout the study. During the course of the study, you may be told of new findings, benefits or risks. At that time, you can decide whether or not to continue taking part in the study. You may change your mind and leave the study before it starts or leave at any time during the study or the follow-up period.

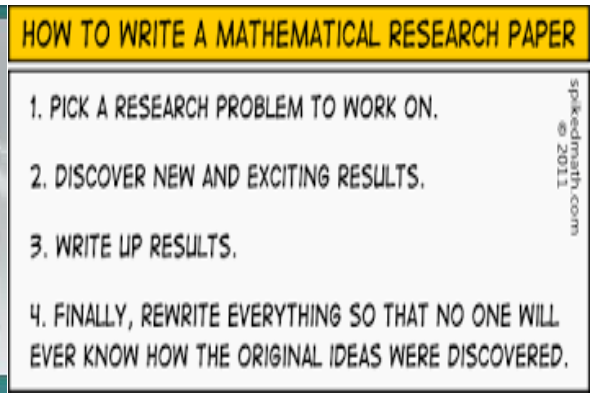
Who will see my records?

Like your medical record, the information in your research record will be confidential. Information will be given only to the researchers who carry out the study or to those who make sure that the study is safe and carried out the way it was planned. The groups of individuals who might look at your records are the research staff, the

company or group funding the study, and various government oversight agencies. It is important for these groups to be able to look at your records so they can ensure that the study is conducted using acceptable research practices.

(☺)(☺)(☺)(☺)(☺)

"There's nothing wrong with market research as long as you remember that marketing is a game of the future. Most market research is a report on the past."
Ries and Trout
Bottom-Up Marketing
CXO


HOW TO WRITE A MATHEMATICAL RESEARCH PAPER
1. PICK A RESEARCH PROBLEM TO WORK ON.
2. DISCOVER NEW AND EXCITING RESULTS.
3. WRITE UP RESULTS.
4. FINALLY, REWRITE EVERYTHING SO THAT NO ONE WILL EVER KNOW HOW THE ORIGINAL IDEAS WERE DISCOVERED.
spikedmath.com
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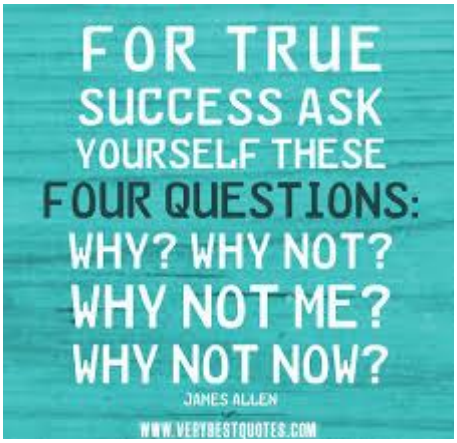

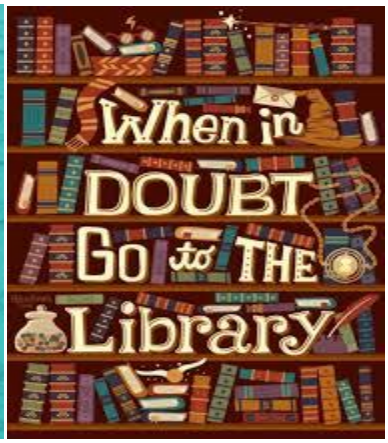

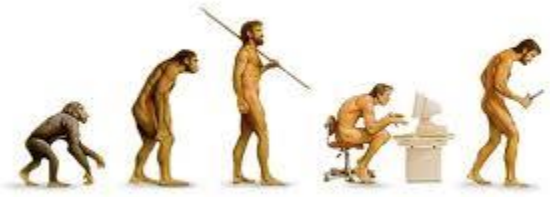

Checklist for Evaluating a Research Report

I. Introduction

A. Statement of the Problem

1. Is the problem significant? 2. Is the problem clearly and completely formulated? 3. Is the general scope of the study adequately presented? 4. Is the purpose of the study precisely stated?

B. Related Research

1. Is previous research related to the study presented by the investigator? 2. Is the cited research relevant to the study presented? 3. Is the previous research integrated instead of merely enumerated? 4. Is a succinct and meaningful summary presented?

C. Hypotheses or Questions

1. Are the hypotheses to be tested or the questions to be answered clearly stated? 2. Are the hypotheses stated in a form that permits them to be tested? 3. Are the hypotheses or questions superficial?

D. Assumptions and Delimitations

1. Are the assumptions underlying the study made explicit? 2. Are these assumptions reasonable? 3. What are other implicit assumptions the study made

explicit? 4. Are these assumptions reasonable? 5. What are other implicit assumptions of the study that should have been made explicit? 6. How has the study been narrowed down?

E. Operational Definitions

1. Are essential concepts or terms clearly defined or explained? 2. Are the definitions or explanations meaningful?

II. Method

A. Population and Sample

1. Are the characteristics of the selected population and sample (size, source, nature, etc.) fully presented? 2. Is the sampling method indicated?

B. Research, Instruments and/or Apparatus

1. Are the techniques employed (e.g. interview, questionnaire, apparatus, tests, etc.) clearly and fully described? 2. Are the instruments or techniques appropriate for collecting the data? 3. If tests were used, what evidence is presented regarding their rationale, reliability, and validity?

C. Procedure

1. Is the design or procedure clearly and fully reported? 2. Is the statistical treatment of data discussed? 3. Are appropriate statistical methods used in analyzing the data? 4. Can the study be replicated?

III. Results and Conclusions

1. Are the findings intelligibly reported in textual presentation? 2. Are the conclusions logically drawn (i.e. based on the data presented)? 3. Are tables and figures used appropriately?

IV. Discussion

1. Are the findings discussed adequately and meaningfully? 2. Does the investigator indicate the possible implications of the study? 3. Are these implications meaningful? 4. Are limitations of the study recognized? 5. How severe are the limitations of the study? 6. What are some other limitations that were not

mentioned? 7. Are any suggestions offered regarding avenues for further research? 8. Are these suggestions worthwhile? 9. What other suggestions should have been offered? V.

Summary

1. Are the problem and methodology restated? 2. Are the major findings, generalizations, implications, and limitations succinctly synthesized?

Communication

1. Is the report well organized? 2. Is the report well written?

EVALUATION

High Distinction (81-100)

- 96 plus Truly exceptional Truly exceptional achievement equivalent to the best scholarship in its field (eg, equivalent to material publishable in a quality refereed journal, with minor revisions if necessary). The research paper exhibits rare interpretive and analytic insight and contains writing of the highest quality.

- 91-95 Exceptional The research papers makes a contribution to knowledge, demonstrates exceptional research skills, exhibits great interpretive subtlety and is exceptionally well written.

- 86-90 Outstanding Above average for the HD grade. The research papers provides new insights, demonstrates independence in research, provides original treatment of primary and secondary materials and some interpretive subtlety, and is very well written throughout.

- 81-85 Accomplished The research paper demonstrates very thorough research, accomplished grasp of primary and secondary materials and incisive analysis, and is well written.

Distinction - Good (71-80)

A research paper that is solid on most indicators but also has some weaknesses or limitations, e.g. gaps in research; limited insights or intellectual evaluations; flaws in structure, writing or presentation.

Credit - Modest (61-70)

The research paper presents adequate treatment of the topic but reveals some flaws which exclude it from higher honours categories. The flaws may consist of, or be equivalent to, the following: research has overlooked much important material; some materials have been misunderstood or distorted; analysis shows limited insight; the thesis is inappropriately structured; written expression is deficient.

Pass - Fair (51-60)

The research paper evidences adequate independent research but contains significant flaws such as: methodology or quality of research is only fair; poor treatment of materials; limited analysis; defective structure; distracting errors in written expression or presentation.

N - Fail (below 51%)

The paper is not sufficiently well-researched or written to meet the requirements of a Masters Research paper. The quality of research may be inadequate, the basic argumentation unsound or irrelevant to the thesis topic, and presentation unscholarly or incomprehensible.

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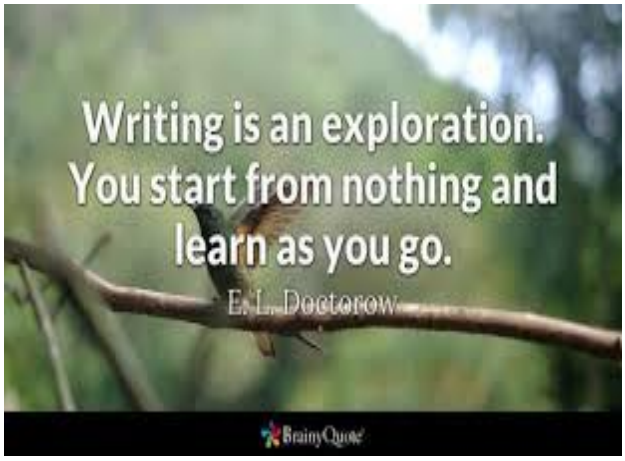

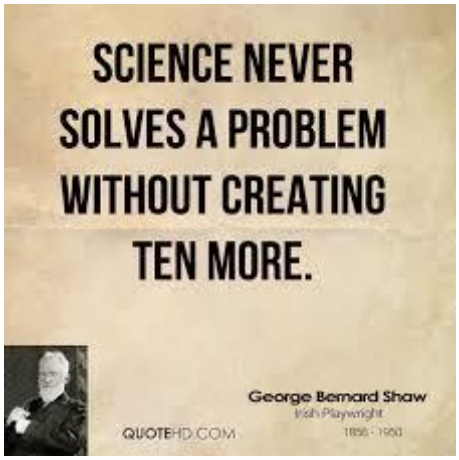

CARtoons

&

QUOTES

on

RESEARCH
MOTIVATION
STRATEGY
FUTURE
PLANNING
SOLUTION
IDEAS
PROGRESS
ANALYSIS

GREAT LAKES
"The best research will give the best teaching and the best teaching will give the best research.
Great Lakes Celebrates 10 Years of Excellence "Success to Substance"

rescue grass
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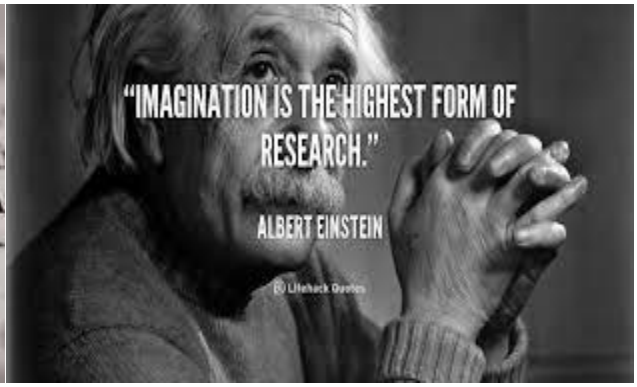
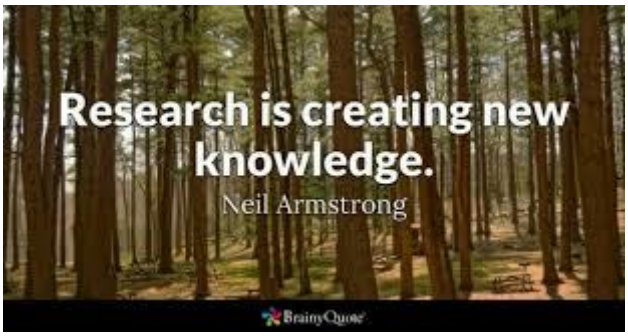

"IMAGINATION IS THE HIGHEST FORM OF RESEARCH."
ALBERT EINSTEIN


Research is creating new knowledge.
Neil Armstrong
BrainyQuote

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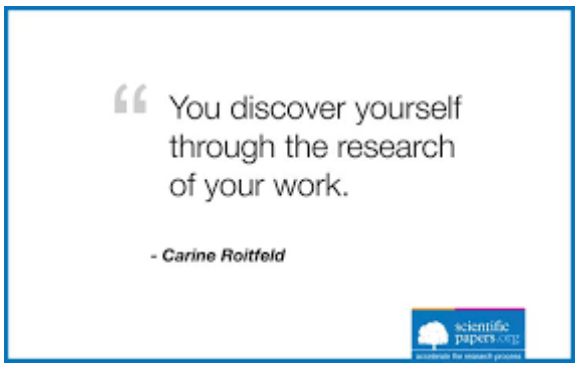
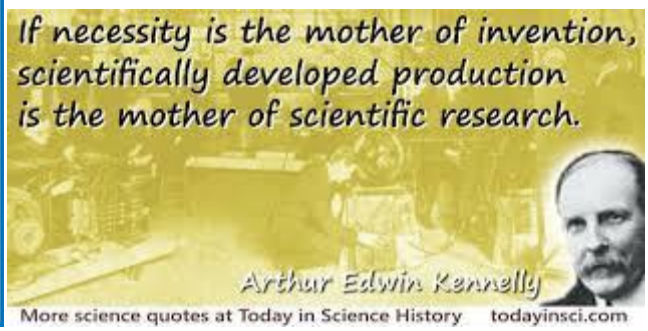

You discover yourself through the research of your work.
- Carine Roitfeld
scientific papers.org


If necessity is the mother of invention, scientifically developed production is the mother of scientific research.
Arthur Edwin Kennelly
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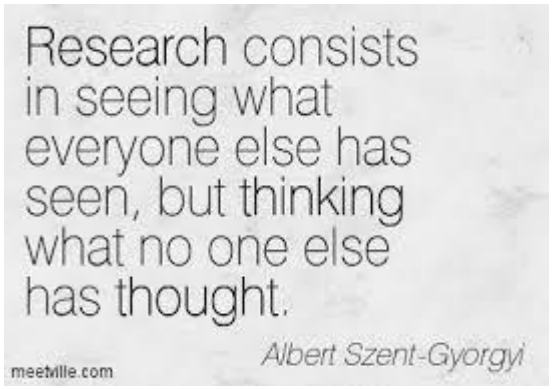
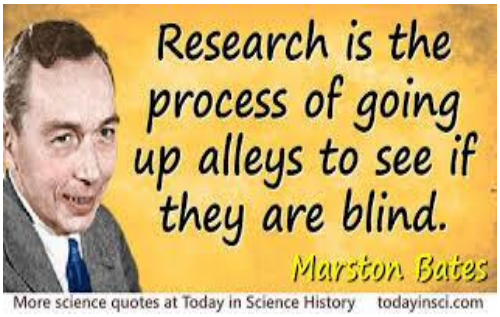

Research consists in seeing what everyone else has seen, but thinking what no one else has thought.
Albert Szent-Gyorgyi
meetville.com


Research is the process of going up alleys to see if they are blind.
Marston Bates
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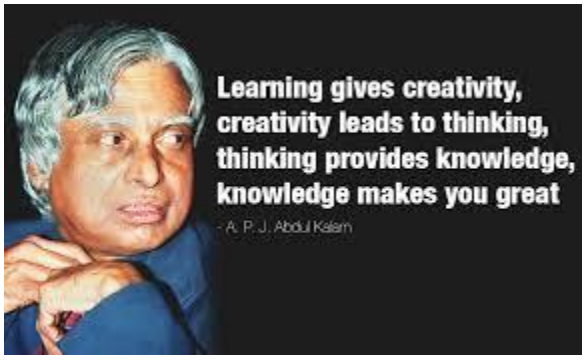
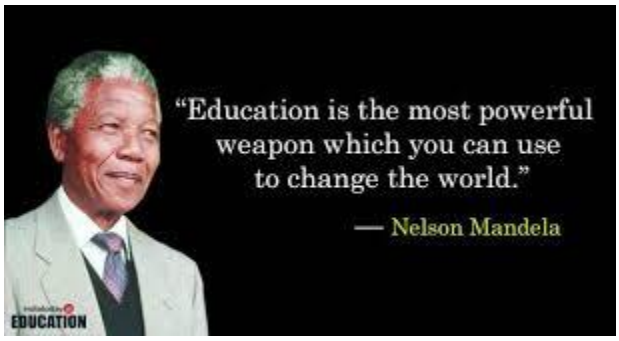
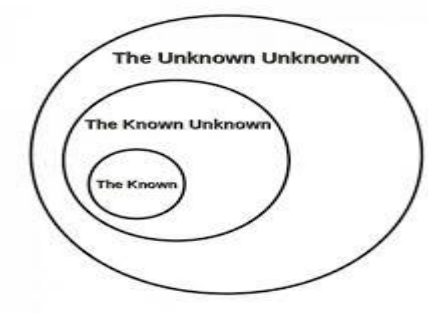
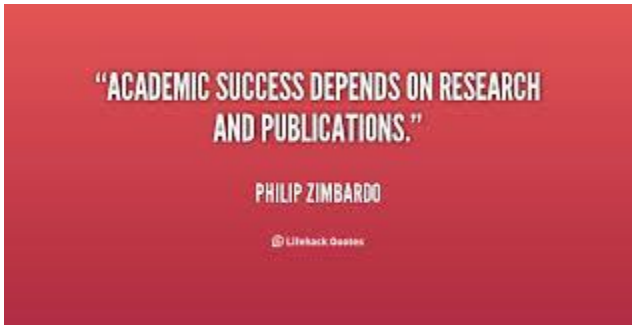
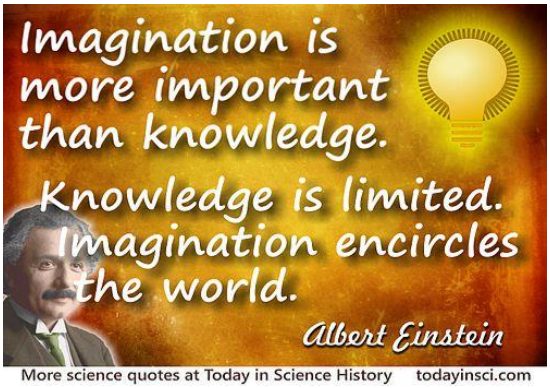

Learning gives creativity, creativity leads to thinking, thinking provides knowledge, knowledge makes you great
- A. P. J. Abdul Kalam


"Education is the most powerful weapon which you can use to change the world."
— Nelson Mandela
EDUCATION







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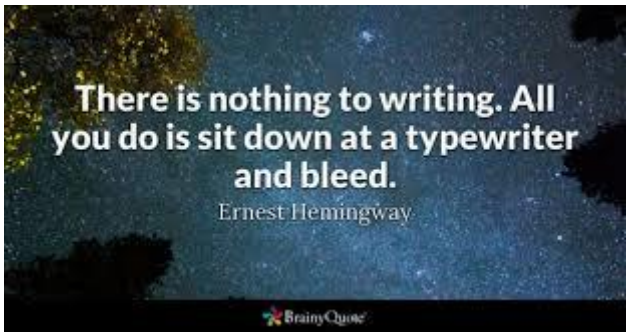


"Brilliant, Prof. Brainstorm. Any fool can come up with a new product, you've come up with a new tax break."

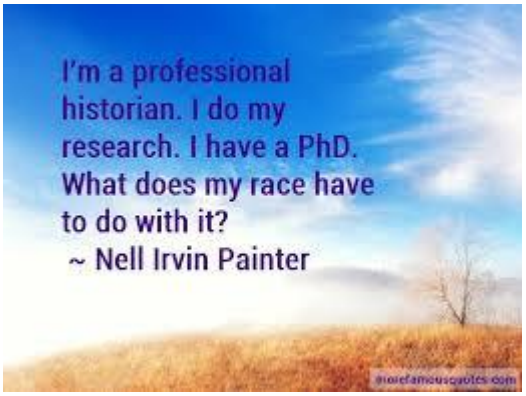
"My project is simply this. I want to find out once and for all whether there's any truth in the belief that money can't buy happiness."

"Brainstorm is working on trying to discover the shopaholic gene."

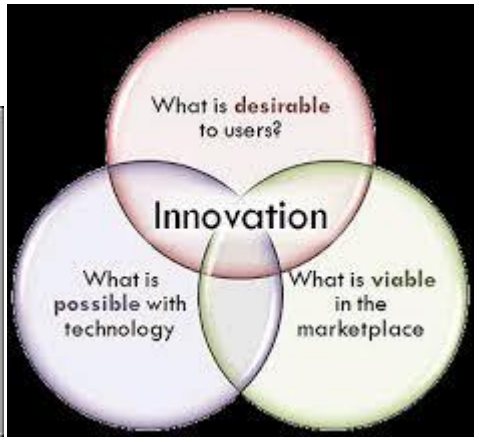
"The improvement is the higher price."

"This will be the advertising campaign - now it's up to the research dept to come up with something."

The art and science of asking questions is the source of all knowledge
Thomas Berger

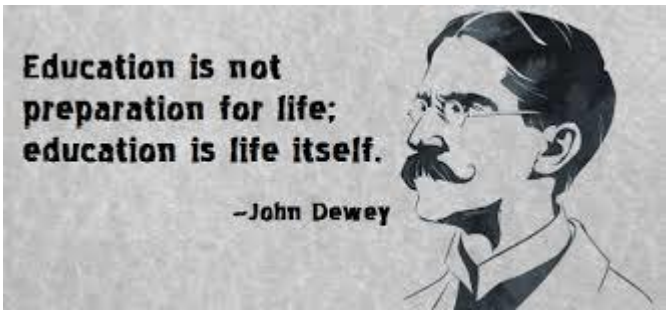

I'm a professional historian. I do my research. I have a PhD. What does my race have to do with it?
~ Nell Irvin Painter

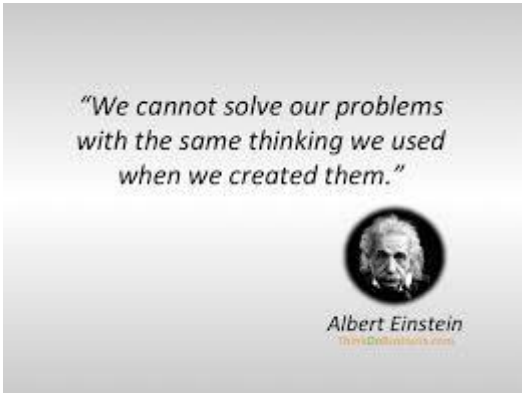
The world is hungry for the discoveries that young, leading-edge brain researchers are making in Ontario today. This collaboration will help them bring their best ideas to market, improving the quality of life for Ontarians while creating good jobs and promoting economic growth.
— Brad Duguid —
AZ QUOTES

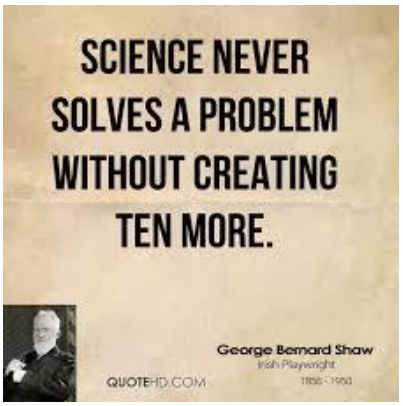

What is desirable to users?
Innovation
What is possible with technology
What is viable in the marketplace

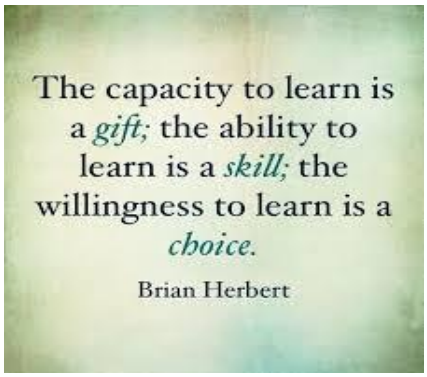
Basic Research

- **Basic research,** also called pure **research** or fundamental **research,** is scientific **research** aimed to improve scientific theories for improved understanding or prediction of natural or other phenomena.







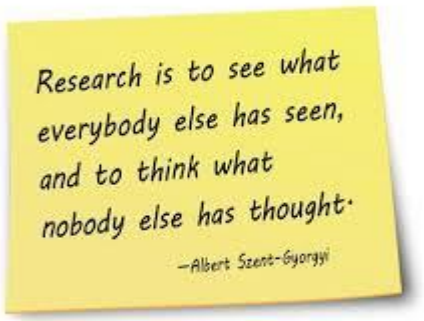


Manfred Eigen
Everything which is new has to come out of fundamental research otherwise it's not new.
More science quotes at Today in Science History todayinsci.com

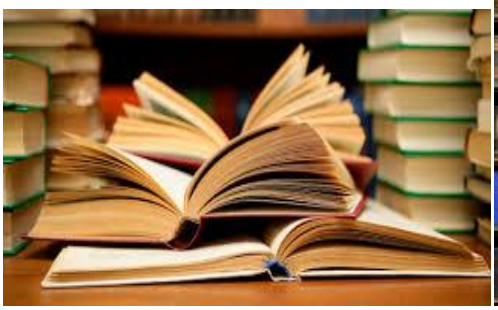
Research Methodology

Overview

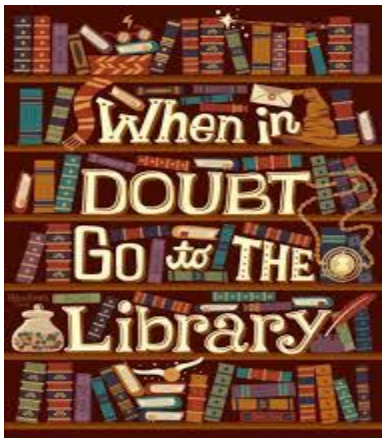
- **Steps in Research Methodology**
  - Step 1: Problem formulation
  - Step 2: Hypothesis formulation
  - Step 3: Research design
  - Step 4: Sample and sampling
  - Step 5: Data collection
  - Step 6: Data analysis
  - Step 7: Manuscript Writing



The
EVOLUTION
of RESEARCH



PROCESS
Study.com


When in
DOUBT
Go to THE
Library

WHITE GIRLS
HILTON ALS

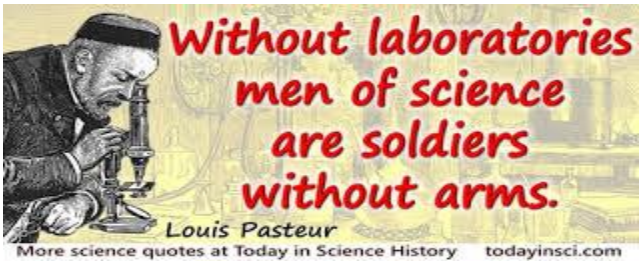
"It's Brainstorm from Research and Development to see you, sir."

Excellent health statistics - smokers are less likely to die of age related illnesses.'

FRANK & ERNEST® by Bob Thaves

YES, IT'S REMOTELY POSSIBLE THAT EARTH'S GRAVITY HAS INCREASED, BUT I THINK THERE'S A MUCH SIMPLER EXPLANATION.
© 1990 BY NEA, Inc. THAVES 6-13

Research
shift


Without laboratories men of science are soldiers without arms.
Louis Pasteur
More science quotes at Today in Science History
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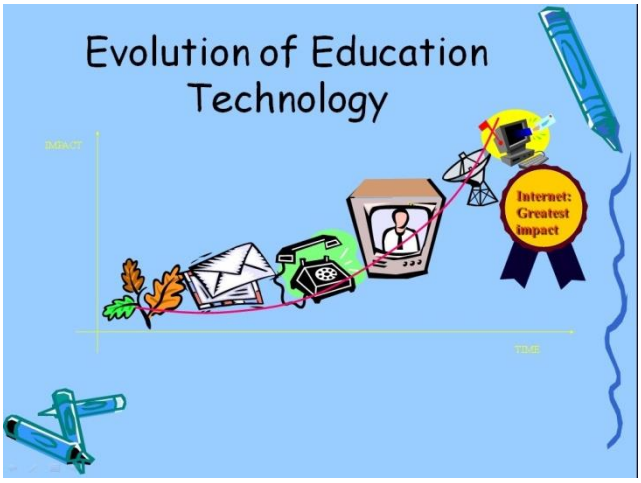
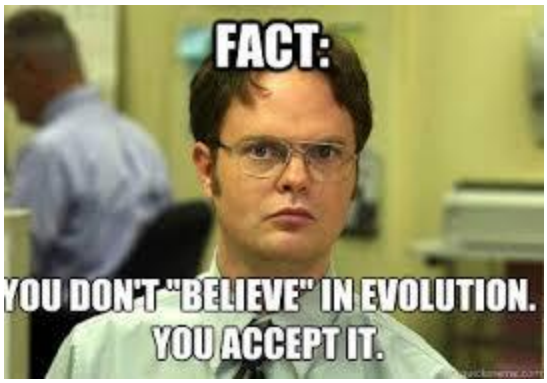
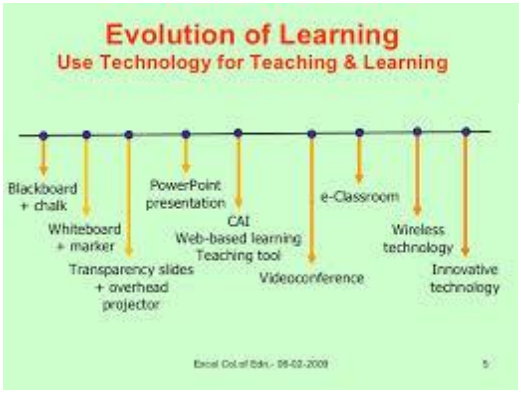
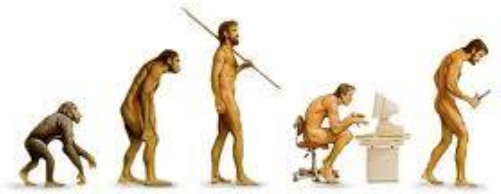
Search

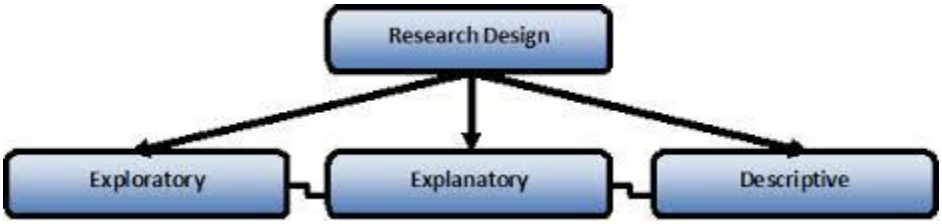

Evolution of Education Technology
Internet: Greatest impact


FACT:
YOU DON'T "BELIEVE" IN EVOLUTION.
YOU ACCEPT IT.

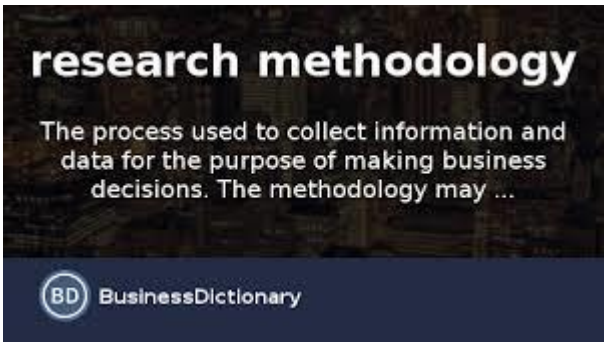
MY
OPINIONS
CHANGE
WITH
NEW
INFORMATION

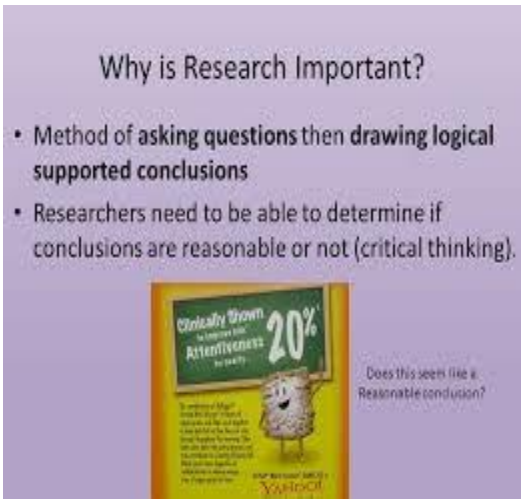

Evolution of Learning
Use Technology for Teaching & Learning
Blackboard + chalk
Whiteboard + marker
Transparency slides + overhead projector
PowerPoint presentation
CAI
Web-based learning
Teaching tool
Videoconference
e-Classroom
Wireless technology
Innovative technology




Research Design
Exploratory
Explanatory
Descriptive

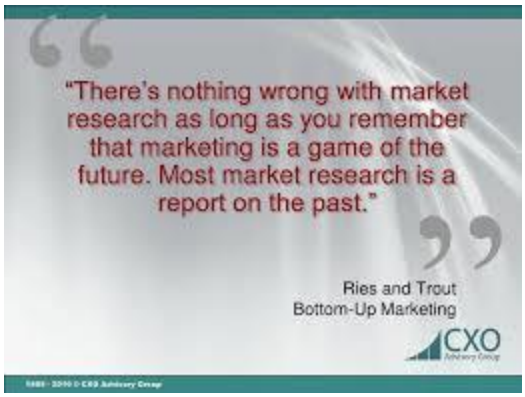
Historical
Content Analysis
Ethnographic
Qualitative Research
Types of Research Methodologies
Research by Practitioners
Action
Experimental
Quantitative Research
Correlational
Survey
Single-Subject
Causal-Comparative

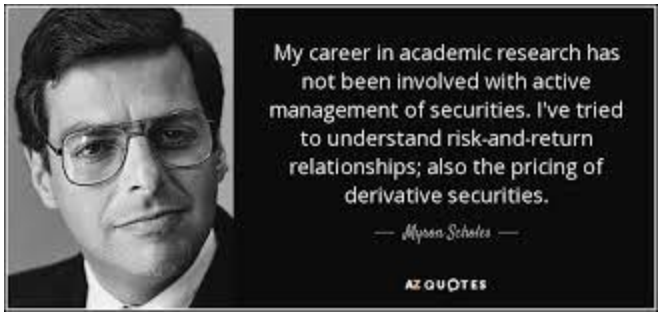

research methodology
The process used to collect information and data for the purpose of making business decisions. The methodology may ...
BD BusinessDictionary

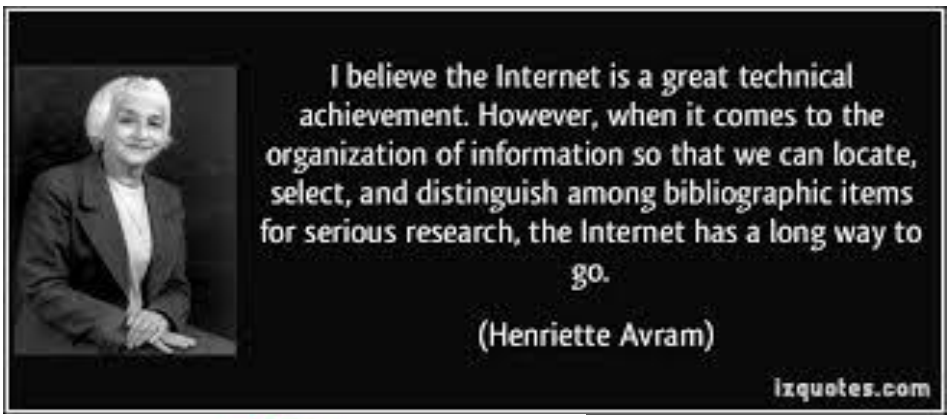

Why is Research Important?
• Method of asking questions then drawing logical supported conclusions
• Researchers need to be able to determine if conclusions are reasonable or not (critical thinking).
Clinically Proven to Improve Your Attentiveness 20%
Does this seem like a Reasonable conclusion?

I recognized that teaching and research institutions vitally depend on the involvement of active scientists also in management functions
Richard Ernst
PICTUREQUOTES

Wrong Decision
Right Decision


"There's nothing wrong with market research as long as you remember that marketing is a game of the future. Most market research is a report on the past."
Ries and Trout
Bottom-Up Marketing
CXO


My career in academic research has not been involved with active management of securities. I've tried to understand risk-and-return relationships; also the pricing of derivative securities.
— Myron Scholes —
AZ QUOTES


I believe the Internet is a great technical achievement. However, when it comes to the organization of information so that we can locate, select, and distinguish among bibliographic items for serious research, the Internet has a long way to go.
(Henriette Avram)
izquotes.com

Somewhere, something incredible is waiting to be known.
- Carl Sagan
someday is today

PRWeb
Local.com
YAHOO!
Citysearch
craigslist.com
yelp
Google
facebook
YouTube
LinkedIn
backpage.com
bing
digg
Blogger
superpages.com
msn

If at first you don't succeed, search, search again. That is why we call it re-search.

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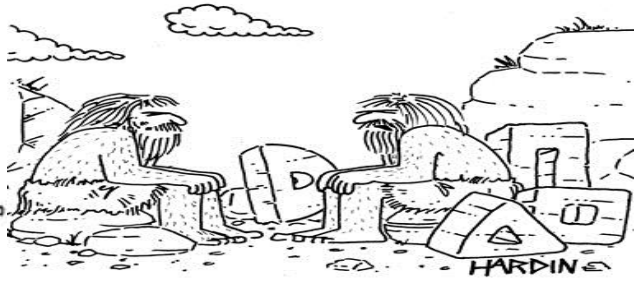
"It's an exciting new drug that markedly reduces the amount of glucose, cholesterol, and stupidity produced by the liver."

"Sales Research shows it's too big for them to carry home, sir."

www.benitaepstein.com © Benita Epstein

"Our research is solidified, but our funding has vaporized."



"I was close to a breakthrough when the grant money ran out."

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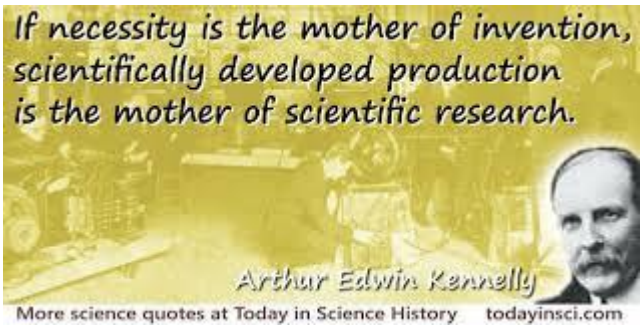
phone: 216.371.8600 / email: ft@funnytimes.com

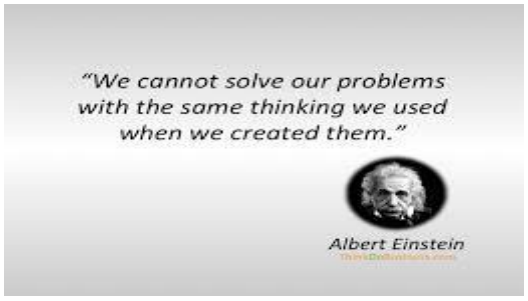
"AMAZING — YOU HAVE THE HEART OF A 375-YEAR-OLD MAN."

www.benitaepstein.com © Benita Epstein

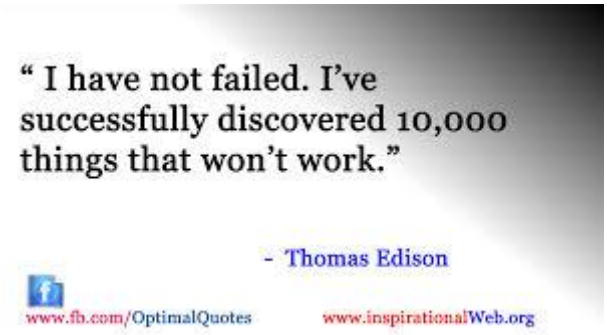
"I already wrote the paper. That's why it's so hard to get the right data."

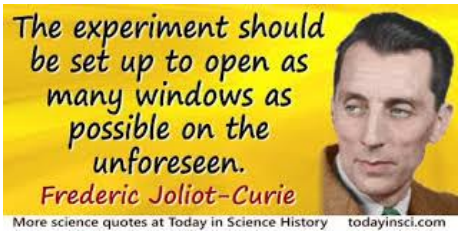
BASIC KEYWORD RESEARCH PROCESS
Research
Gather Data
Analyze
Manage

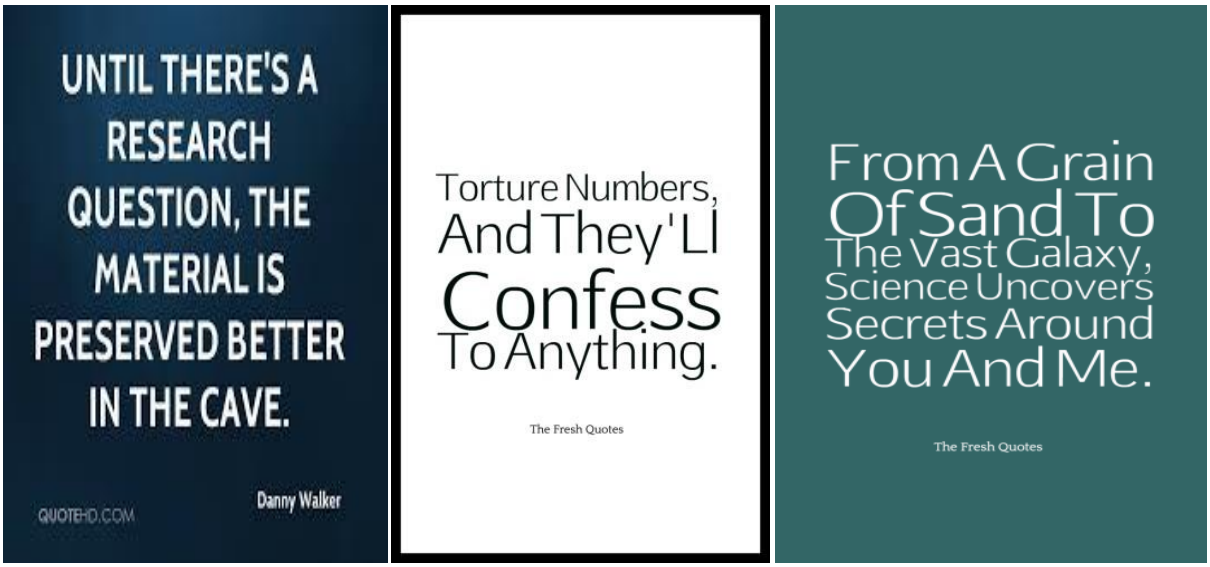

If necessity is the mother of invention, scientifically developed production is the mother of scientific research.
Arthur Edwin Kennelly
More science quotes at Today in Science History todayinsci.com


"We cannot solve our problems with the same thinking we used when we created them."
Albert Einstein

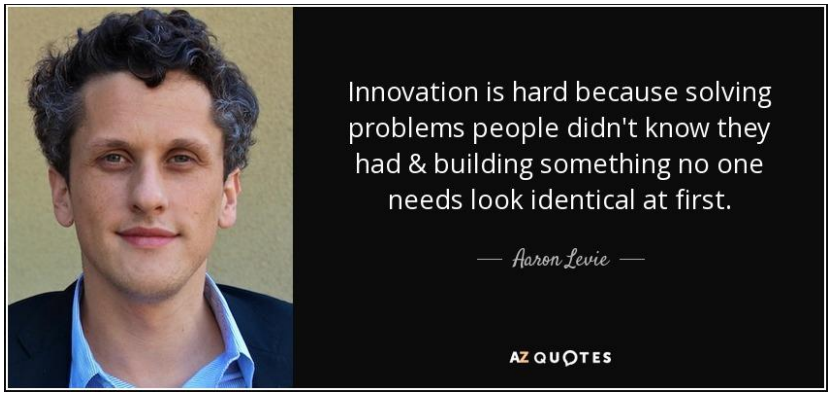
FOR TRUE SUCCESS ASK YOURSELF THESE FOUR QUESTIONS: WHY? WHY NOT? WHY NOT ME? WHY NOT NOW?
JAMES ALLEN
WWW.VERYBESTQUOTES.COM

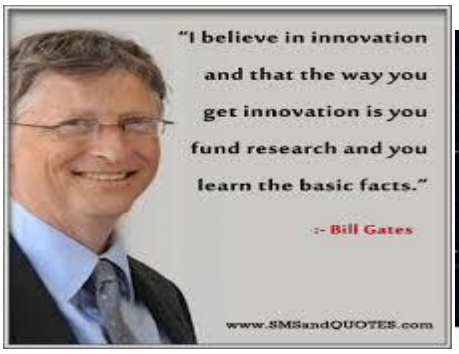

" I have not failed. I've successfully discovered 10,000 things that won't work."
- Thomas Edison
www.fb.com/OptimalQuotes
www.inspirationalWeb.org

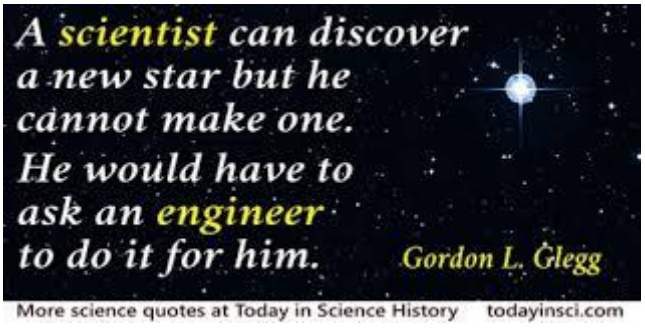

The experiment should be set up to open as many windows as possible on the unforeseen.
Frederic Joliot-Curie
More science quotes at Today in Science History todayinsci.com

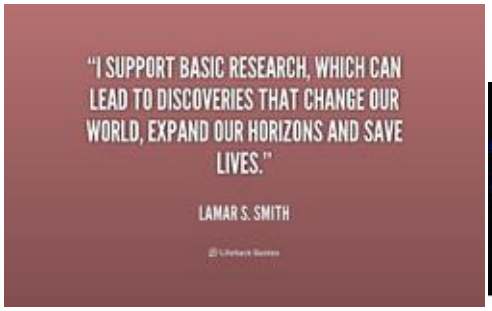

UNTIL THERE'S A RESEARCH QUESTION, THE MATERIAL IS PRESERVED BETTER IN THE CAVE.
QUOTEHD.COM
Danny Walker
Torture Numbers, And They'Ll Confess To Anything.
The Fresh Quotes
From A Grain Of Sand To The Vast Galaxy, Science Uncovers Secrets Around You And Me.
The Fresh Quotes

The important thing is not to stop questioning. Curiosity has its own reason for existing.
Albert Einstein
BrainyQuote


Innovation is hard because solving problems people didn't know they had & building something no one needs look identical at first.
— Aaron Levie —
AZ QUOTES


"I believe in innovation and that the way you get innovation is you fund research and you learn the basic facts."
:- Bill Gates
www.SMSandQUOTES.com


A scientist can discover a new star but he cannot make one. He would have to ask an engineer to do it for him.
Gordon L. Glegg
More science quotes at Today in Science History todayinsci.com


"I SUPPORT BASIC RESEARCH, WHICH CAN LEAD TO DISCOVERIES THAT CHANGE OUR WORLD, EXPAND OUR HORIZONS AND SAVE LIVES."
LAMAR S. SMITH

A theory can be proved by experiment; but no path leads from experiment to the birth of a theory.
Albert Einstein
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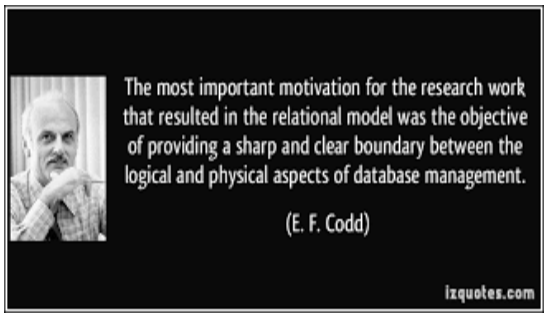
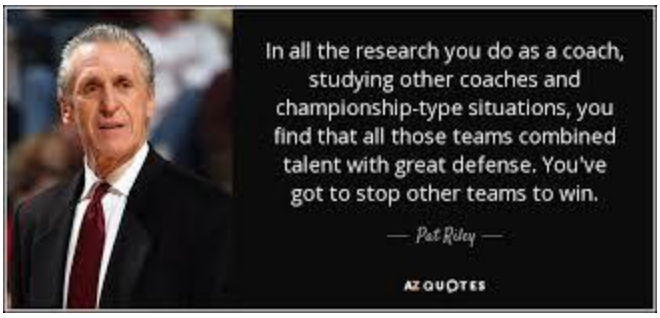
PROBABILITY YOU'LL COME UP WITH A BRILLIANT IDEA
does not increase
TIME SPENT STARING AT YOUR COMPUTER
ANY... MINUTE... NOW...
WWW.PHDCOMICS.COM

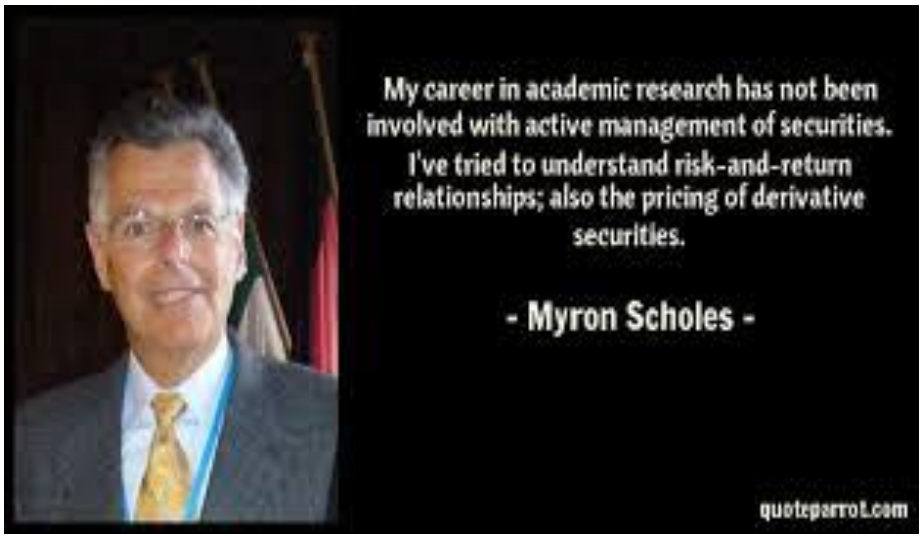
Climate change, Urbanization, Biotechnology. Those three narratives, still taking shape, are developing a long arc likely to dominate this century
Stewart Brand
BIOXPARC

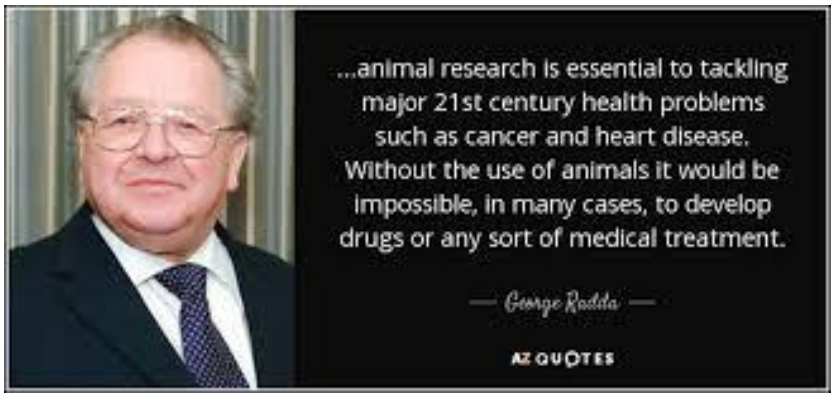

The most important motivation for the research work that resulted in the relational model was the objective of providing a sharp and clear boundary between the logical and physical aspects of database management.
(E. F. Codd)
izquotes.com

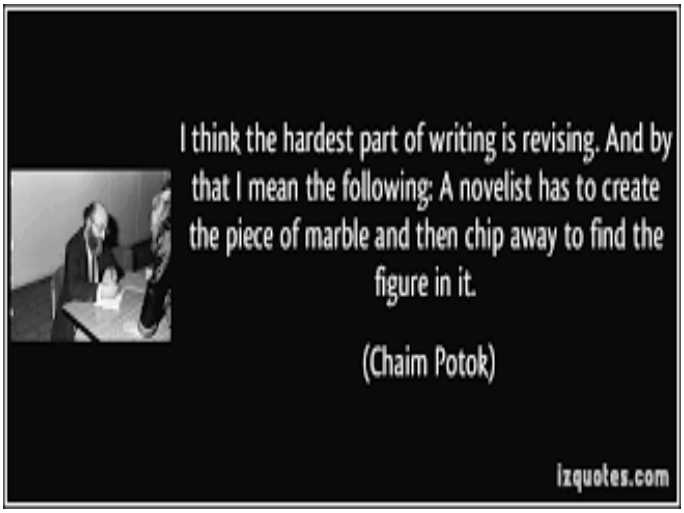

In all the research you do as a coach, studying other coaches and championship-type situations, you find that all those teams combined talent with great defense. You've got to stop other teams to win.
— Pat Riley —
AZ QUOTES

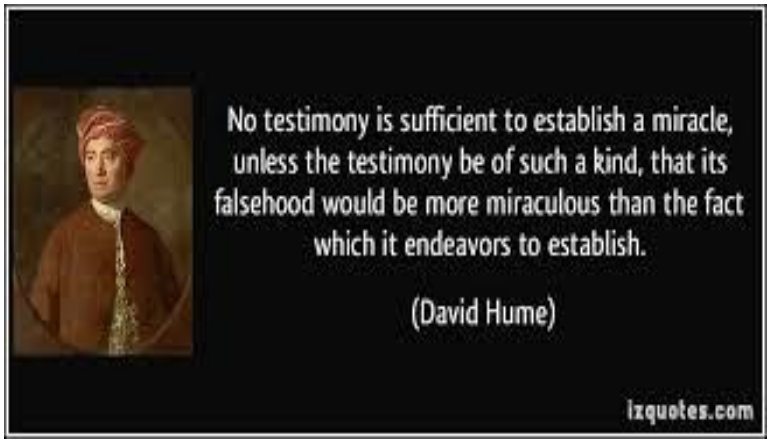
The way to do research is to attack the facts at the point of greatest as... #CeliaGreen

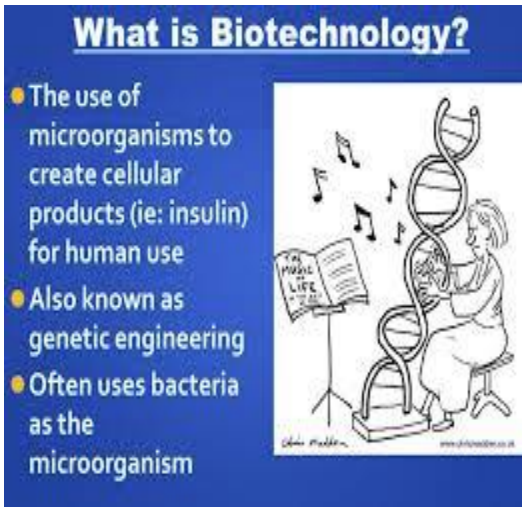
#SayQuotable


My career in academic research has not been involved with active management of securities. I've tried to understand risk-and-return relationships; also the pricing of derivative securities.
- Myron Scholes -
quoteparrot.com


...animal research is essential to tackling major 21st century health problems such as cancer and heart disease. Without the use of animals it would be impossible, in many cases, to develop drugs or any sort of medical treatment.
— George Radda —
AZ QUOTES

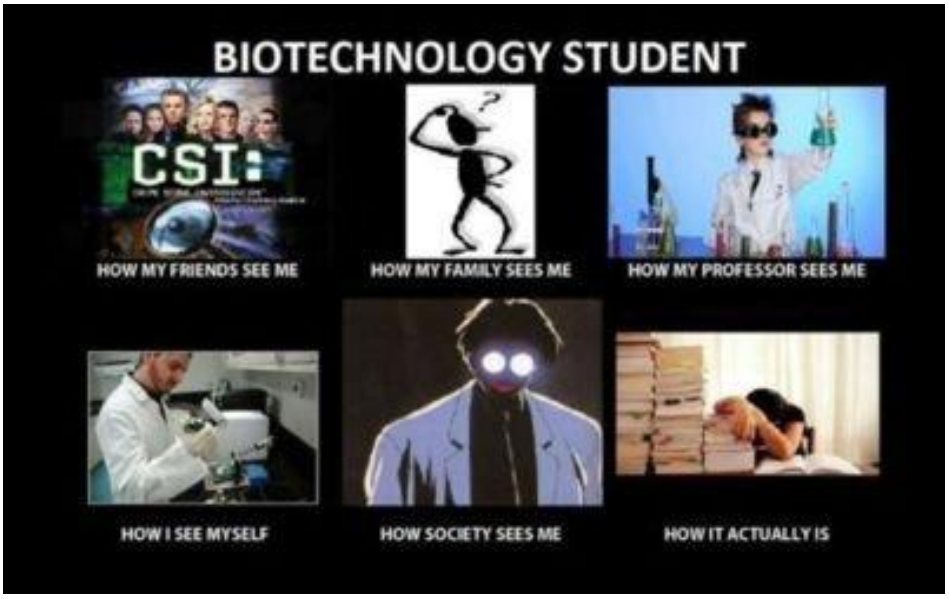

I think the hardest part of writing is revising. And by that I mean the following: A novelist has to create the piece of marble and then chip away to find the figure in it.
(Chaim Potok)
izquotes.com

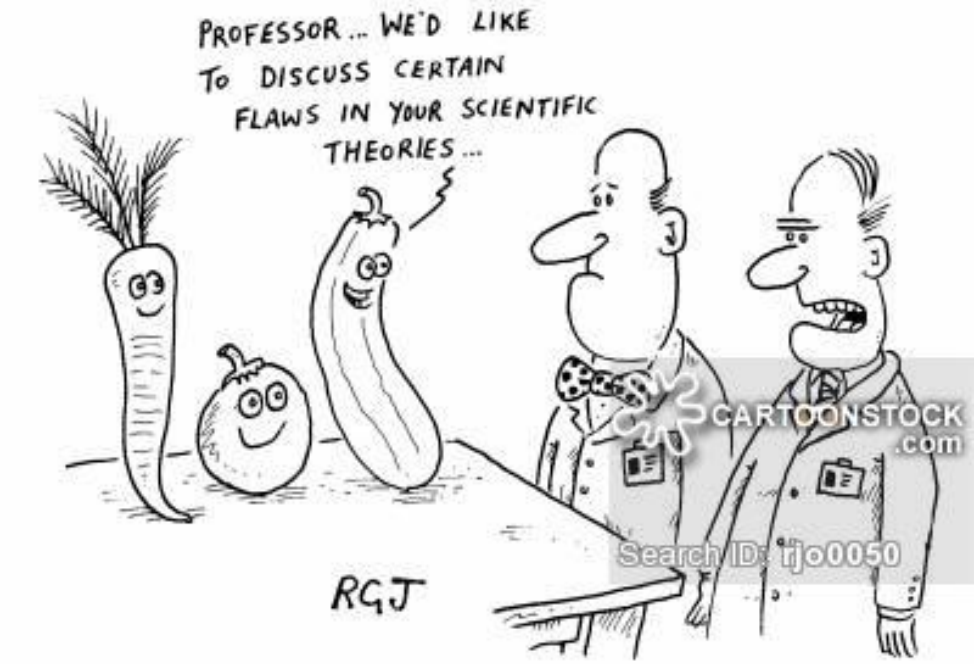

No testimony is sufficient to establish a miracle, unless the testimony be of such a kind, that its falsehood would be more miraculous than the fact which it endeavors to establish.
(David Hume)
izquotes.com


What is Biotechnology?
The use of microorganisms to create cellular products (ie: insulin) for human use
Also known as genetic engineering
Often uses bacteria as the microorganism

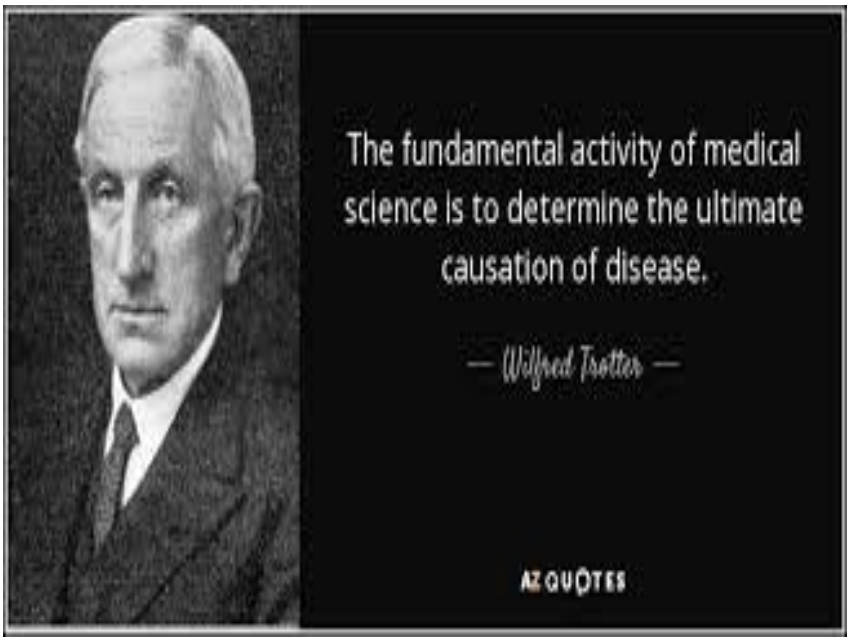
Industrial biotechnology offers the tools for the Western world to adapt to a more competitive marketplace and also keep some of those jobs in the local economy. It also offers new hope for the environment.
QUOTEHD.COM
Brent Erickson

"..and these soya beans were engineered using human DNA."



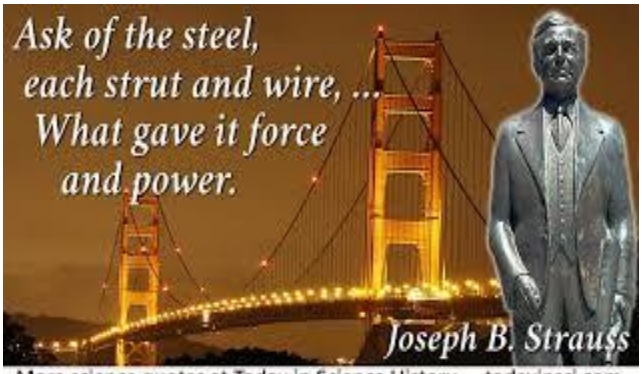


"Thats it. We've taken this genetic engineering too far"


The fundamental activity of medical science is to determine the ultimate causation of disease.
— Wilfred Trotter —
AZ QUOTES

MATHEMATICS
is not about
numbers, equations,
computations, or
algorithms:
it is about
UNDERSTANDING.

William Paul Thurston



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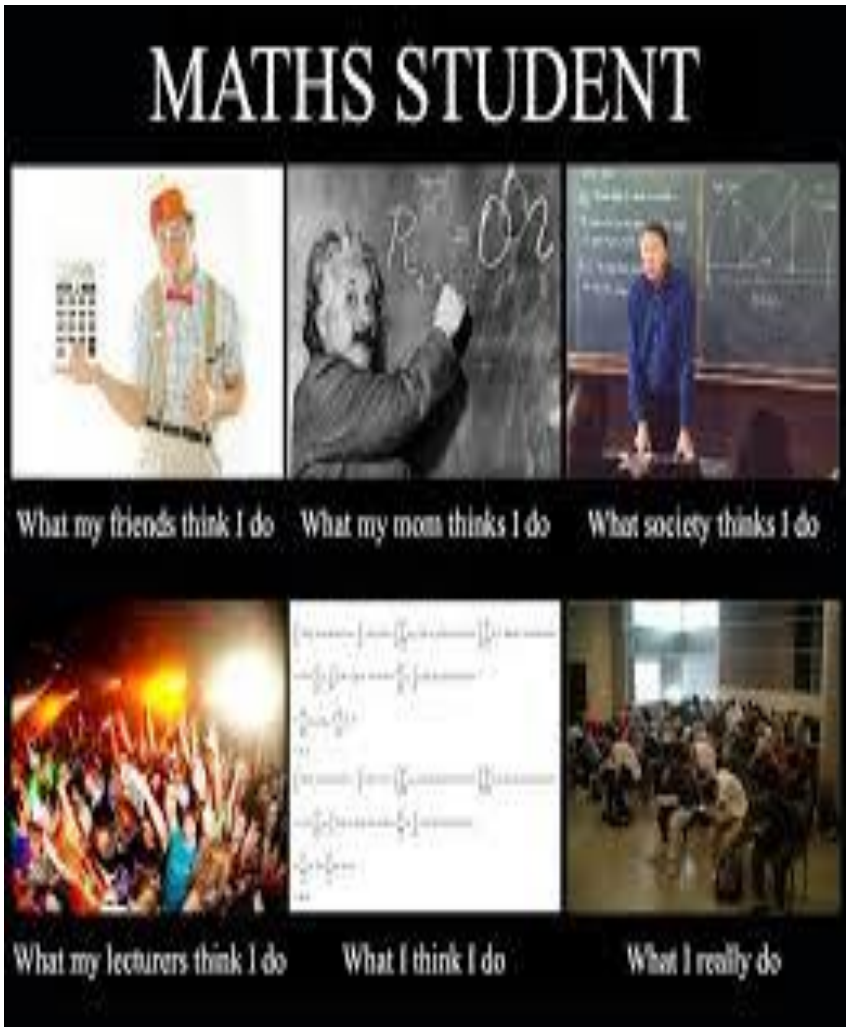
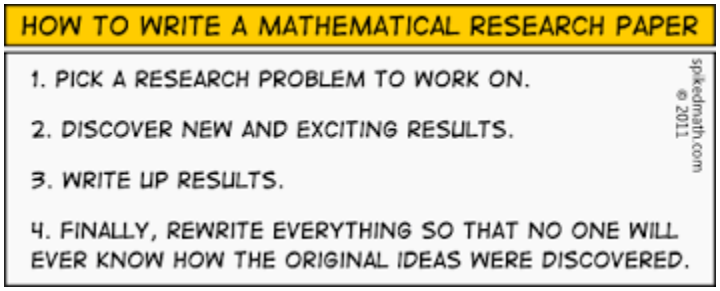
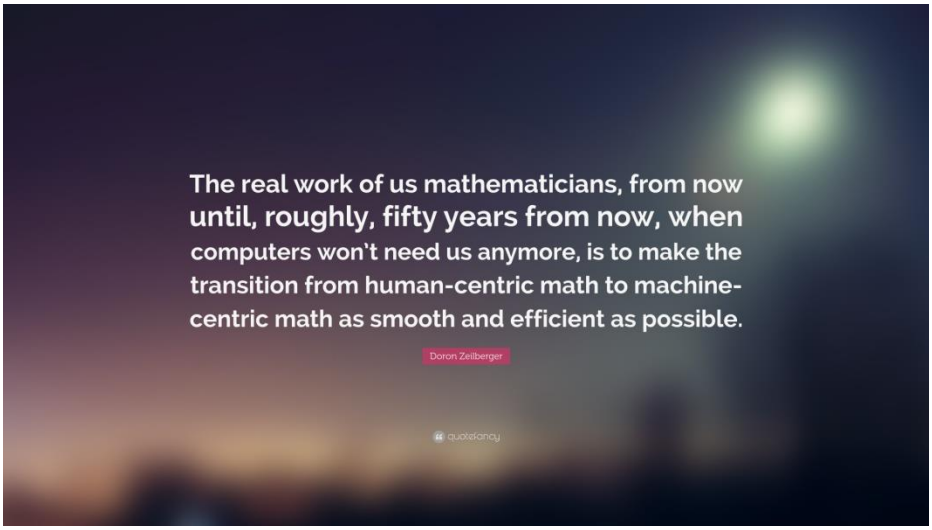
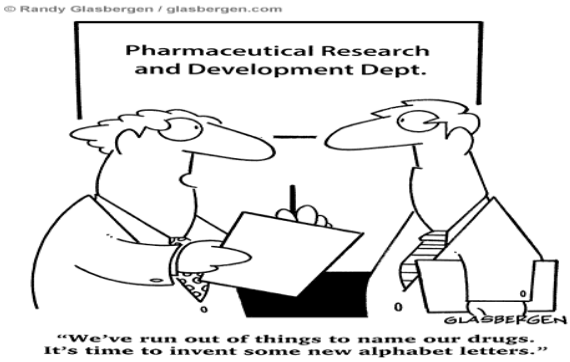

MATHS STUDENT
What my friends think I do
What my mom thinks I do
What society thinks I do
What my lecturers think I do
What I think I do
What I really do

There is no branch of mathematics, however abstract, which may not someday be applied to the phenomena of the real world.
— Nicolai Lobachevsky
MIND Research Institute
#MathAware


HOW TO WRITE A MATHEMATICAL RESEARCH PAPER
1. PICK A RESEARCH PROBLEM TO WORK ON.
2. DISCOVER NEW AND EXCITING RESULTS.
3. WRITE UP RESULTS.
4. FINALLY, REWRITE EVERYTHING SO THAT NO ONE WILL EVER KNOW HOW THE ORIGINAL IDEAS WERE DISCOVERED.
spikedmath.com
© 2011


The real work of us mathematicians, from now until, roughly, fifty years from now, when computers won't need us anymore, is to make the transition from human-centric math to machine-centric math as smooth and efficient as possible.
Doron Zeilberger
quotefancy



"We've run out of things to name our drugs. It's time to invent some new alphabet letters."

"I'm looking over the agenda for our Wellness Workshop. You forgot to schedule cigarette breaks!"

"We do things a little differently around here."

"How's the tax avoidance scheme coming along, professor?"

© MARK ANDERSON
WWW.ANDERTOONS.COM
"It turns out we've only got enough money for R or D."
RESEARCH LAB
CHRIS MADDEN
'WE'D LIKE YOU TO DEVELOP A TRUTH DRUG. ONE THAT MAKES OTHER PEOPLE THINK THAT WE'RE TELLING THE TRUTH.'
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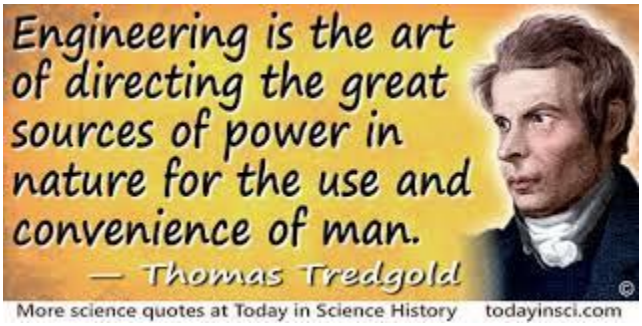
Search ID: cman413


Engineering is the art of directing the great sources of power in nature for the use and convenience of man.
— Thomas Tredgold
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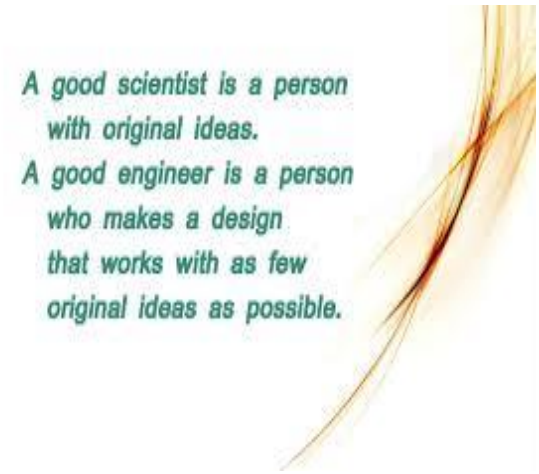
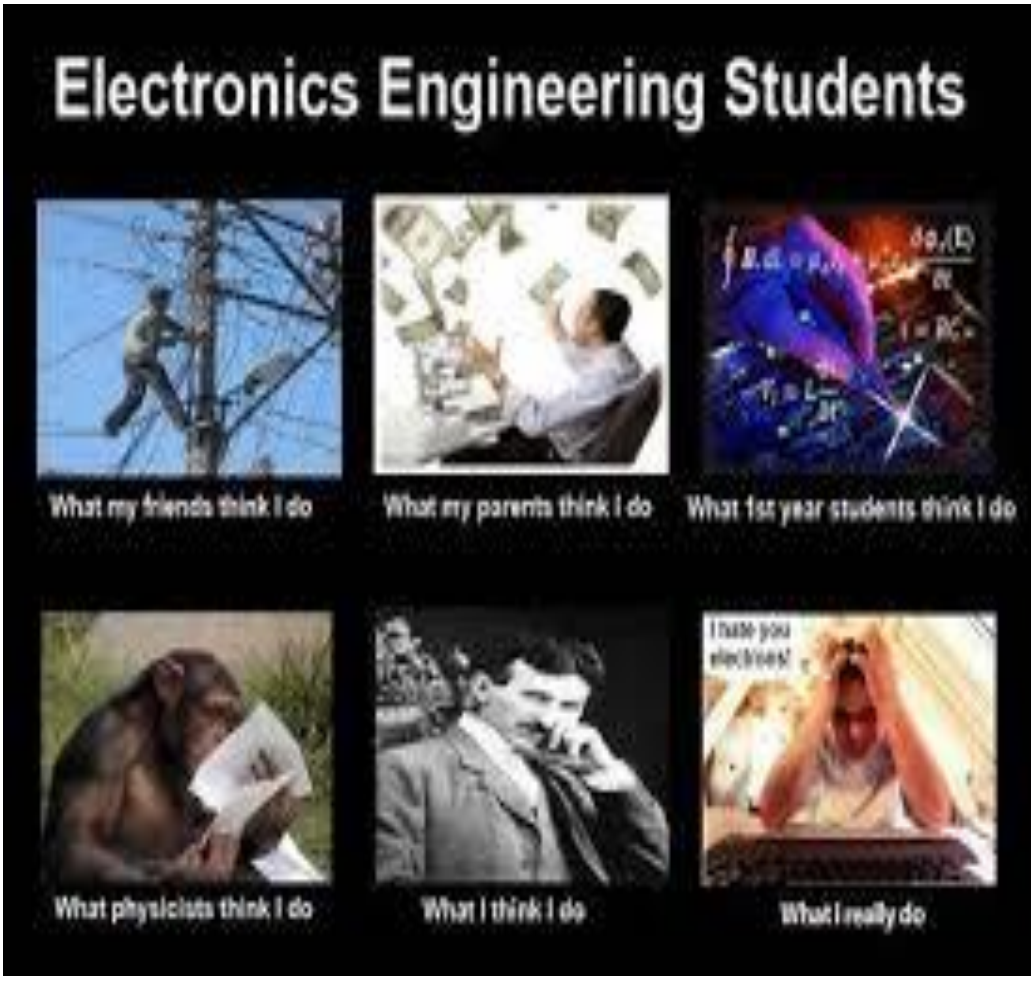
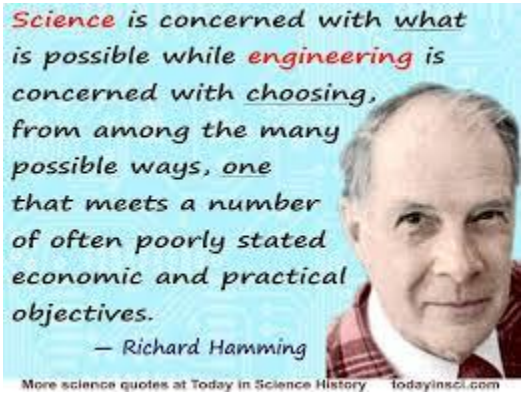

A good scientist is a person with original ideas.
A good engineer is a person who makes a design that works with as few original ideas as possible.

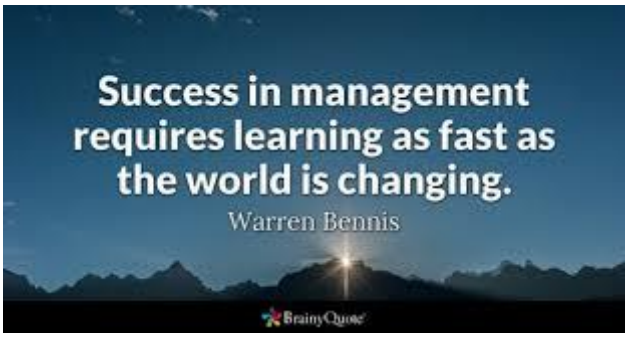

Electronics Engineering Students
What my friends think I do
What my parents think I do
What 1st year students think I do
What physicists think I do
What I think I do
What I really do

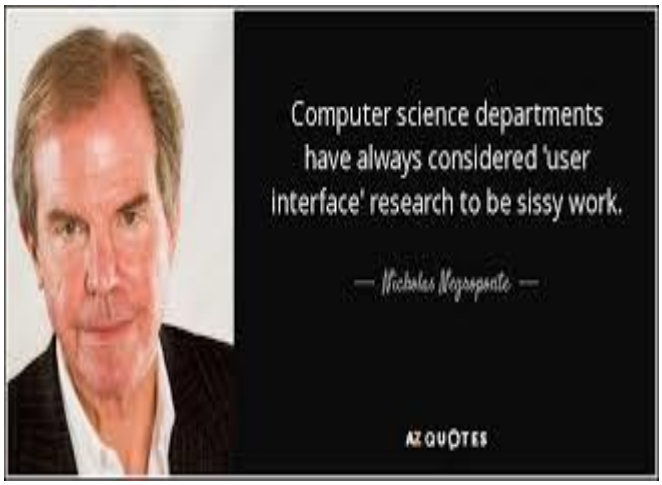

Science is concerned with what is possible while engineering is concerned with choosing, from among the many possible ways, one that meets a number of often poorly stated economic and practical objectives.
— Richard Hamming
More science quotes at Today in Science History todayinsci.com

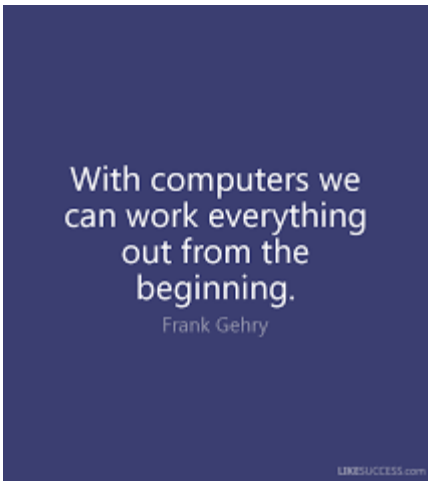
I DIDN'T HAVE ANY ACCURATE NUMBERS SO I JUST MADE UP THIS ONE.
$1,629,873
STUDIES HAVE SHOWN THAT ACCURATE NUMBERS AREN'T ANY MORE USEFUL THAN THE ONES YOU MAKE UP.
HOW MANY STUDIES SHOWED THAT?
EIGHTY-SEVEN.
www.dilbert.com scottadams@aol.com

Computer application in research

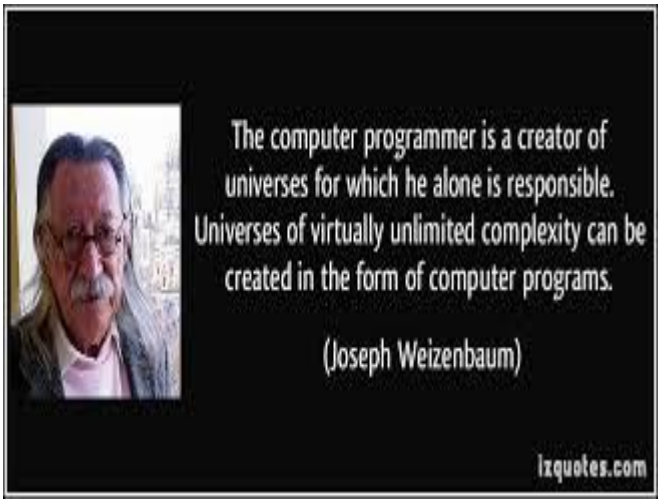
- Model processing
- Sample size calculation
- Managing missing data
- Performing computations
- In estimating accurate p-value
- Data analysis and interpretation




Computer science departments have always considered 'user interface' research to be sissy work.
— Nicholas Negroponte —
AZ QUOTES


With computers we can work everything out from the beginning.
Frank Gehry

CONTROLLING COMPLEXITY IS THE ESSENCE OF COMPUTER PROGRAMMING


The computer programmer is a creator of universes for which he alone is responsible. Universes of virtually unlimited complexity can be created in the form of computer programs.
(Joseph Weizenbaum)
izquotes.com

More data beats clever algorithms, but better data beats more data.
— Peter Norvig —
AZ QUOTES

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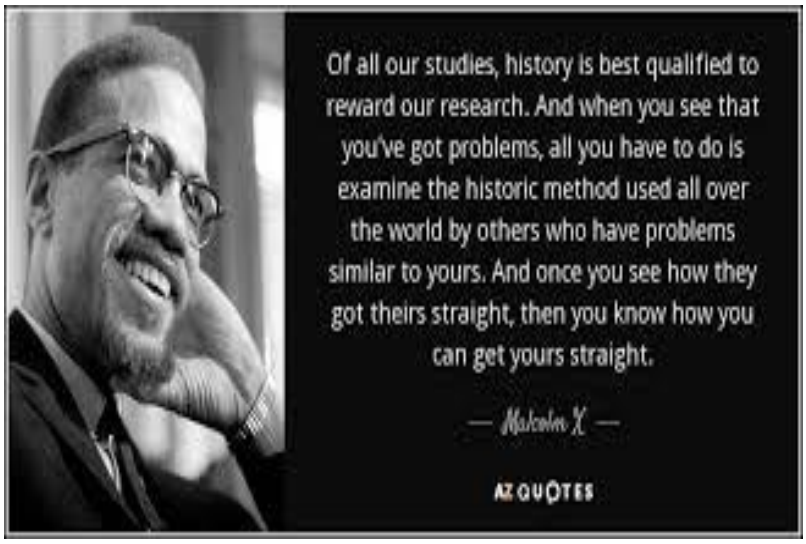
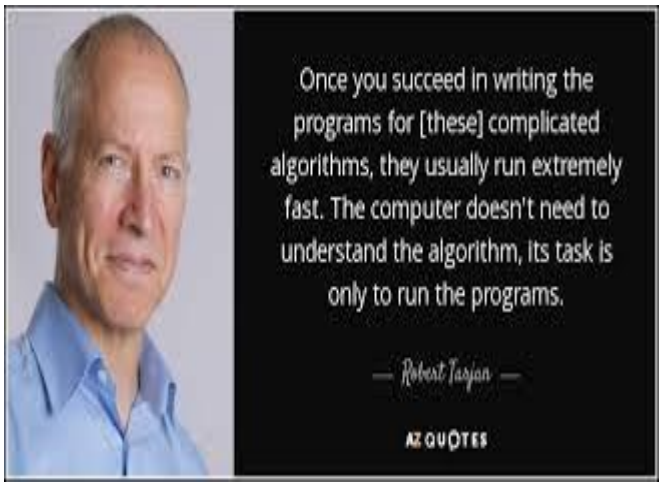
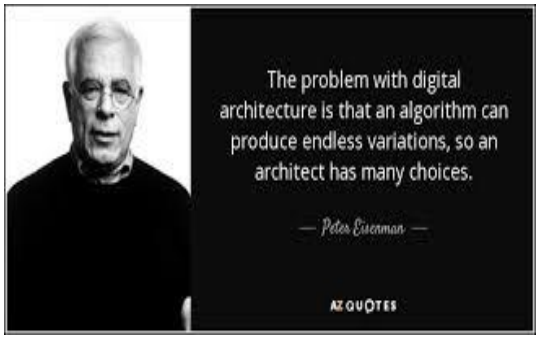
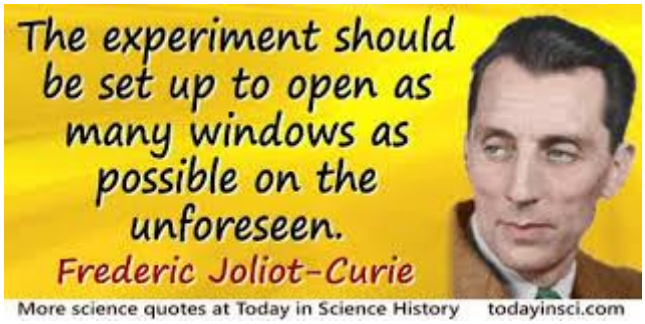
NEED SUPERCOMPUTER TO FINISH MY PhD PLEASE HELP
HAGEN © 2013


Of all our studies, history is best qualified to reward our research. And when you see that you've got problems, all you have to do is examine the historic method used all over the world by others who have problems similar to yours. And once you see how they got theirs straight, then you know how you can get yours straight.
— Malcolm X —
AZ QUOTES

I SHOULD GO HOME, BUT I ALMOST GOT THIS PROGRAM WORKING...
I'LL JUST STAY A FEW EXTRA MINUTES...
FOUR HOURS LATER...
almost... got it... few more... minutes...
JORGE CHAM © 2004
www.phdcomics.com


Once you succeed in writing the programs for [these] complicated algorithms, they usually run extremely fast. The computer doesn't need to understand the algorithm, its task is only to run the programs.
— Robert Tarjan —
AZ QUOTES


The problem with digital architecture is that an algorithm can produce endless variations, so an architect has many choices.
— Peter Eisenman —
AZQUOTES


The experiment should be set up to open as many windows as possible on the unforeseen.
Frederic Joliot-Curie
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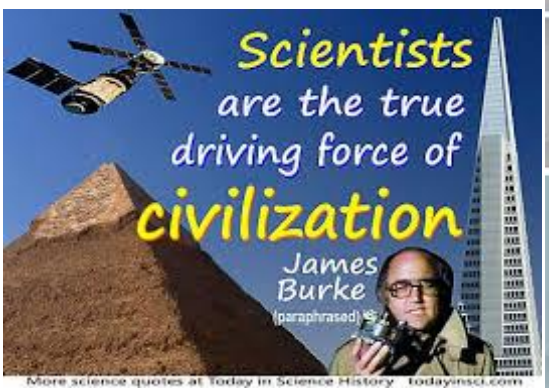
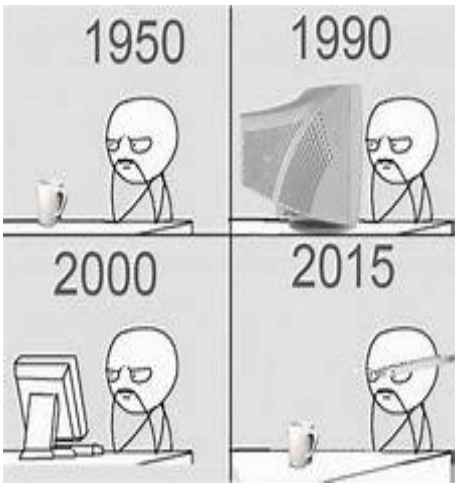
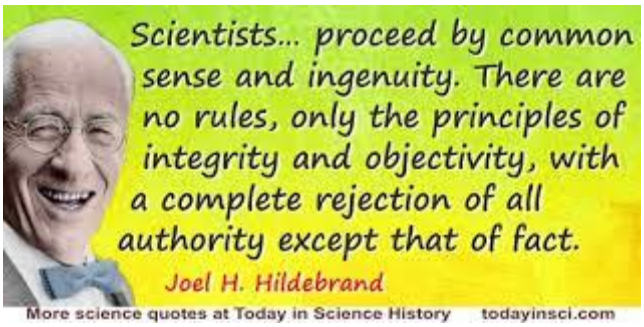

Scientists are the true driving force of civilization
James Burke
(paraphrased)
More science quotes at Today in Science History todayinsci.com



If the result confirms the hypotheses,
you've made a discovery.
If the result is contrary to the hypotheses,
you've made a discovery.
– Enrico Fermi

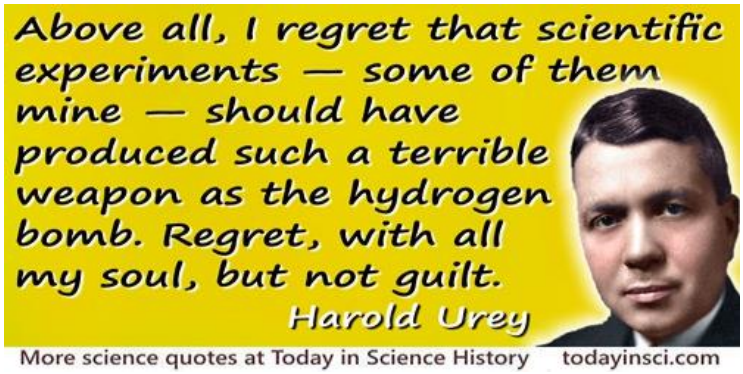
AN EXPERT
IS A PERSON WHO HAS MADE ALL THE MISTAKES
THAT CAN BE MADE IN A VERY NARROW FIELD."
NIELS BOHR
QUOTESEVERLASTING.COM

"There's nothing wrong with market research as long as you remember that marketing is a game of the future. Most market research is a report on the past."
Ries and Trout
Bottom-Up Marketing
CXO


Scientists... proceed by common sense and ingenuity. There are no rules, only the principles of integrity and objectivity, with a complete rejection of all authority except that of fact.
Joel H. Hildebrand
More science quotes at Today in Science History todayinsci.com

Statistics are used much like a drunk uses a lamppost: for support, not illumination.
Vin Scully
BrainyQuote

The art and science of asking questions is the source of all knowledge
Thomas Berger


Above all, I regret that scientific experiments — some of them mine — should have produced such a terrible weapon as the hydrogen bomb. Regret, with all my soul, but not guilt.
Harold Urey
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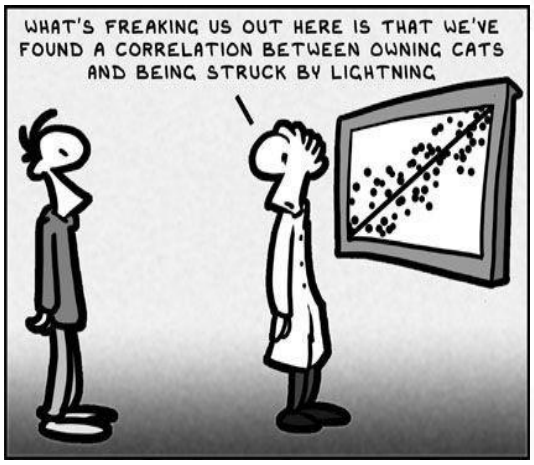
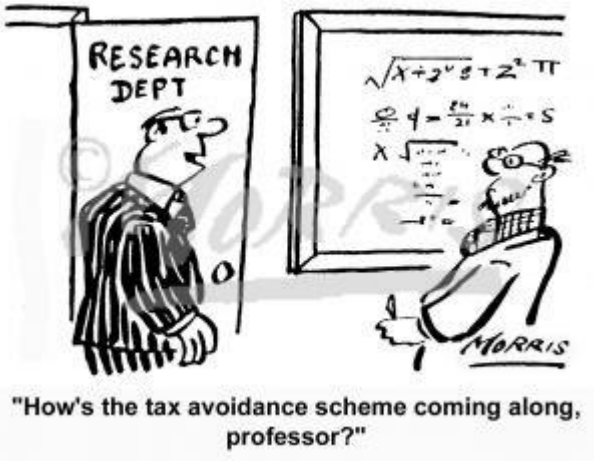
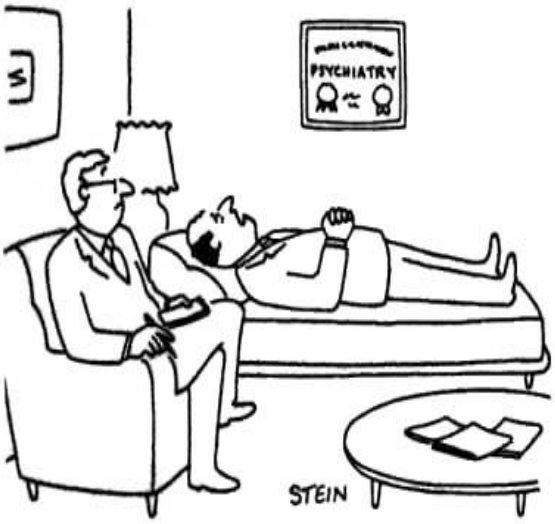
Rather fail with honor than succeed by fraud.
Sophocles
BrainyQuote

USING IT IS THE HARDEST PART.
BIG DATA


WHAT'S FREAKING US OUT HERE IS THAT WE'VE FOUND A CORRELATION BETWEEN OWNING CATS AND BEING STRUCK BY LIGHTNING

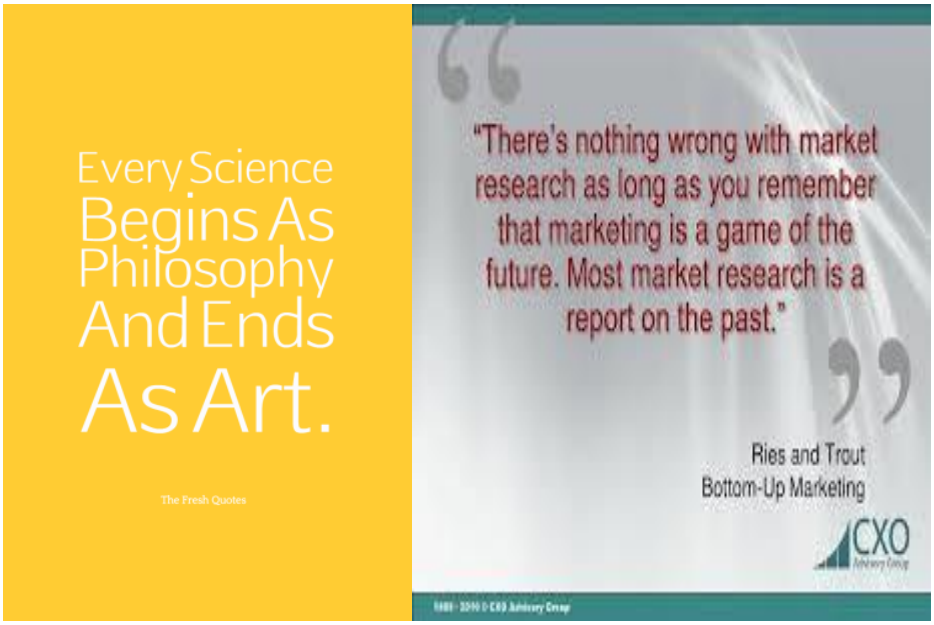

RESEARCH DEPT
MORRIS
"How's the tax avoidance scheme coming along, professor?"

"Dr.Brainstorm, do you realise it's been eighteen months since you shouted 'eureka'."

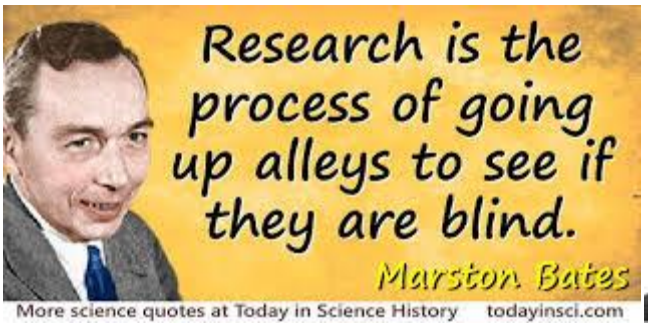


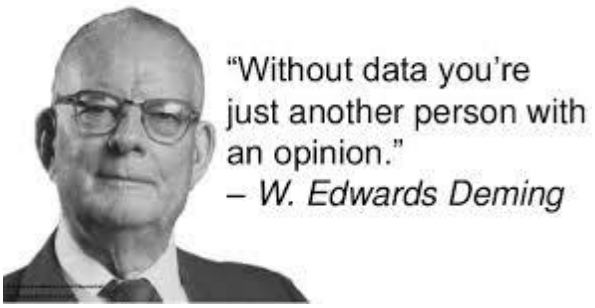
"Thirty years in R& D, and what do I have to show for it? Not even one 'Eureka!'"

"See if you can come up with something that's not dangerous to health."

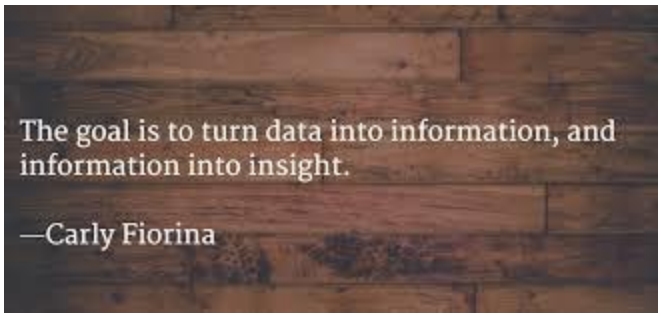

Every Science
Begins As
Philosophy
And Ends
As Art.
The Fresh Quotes

"There's nothing wrong with market research as long as you remember that marketing is a game of the future. Most market research is a report on the past."
Ries and Trout
Bottom-Up Marketing
CXO

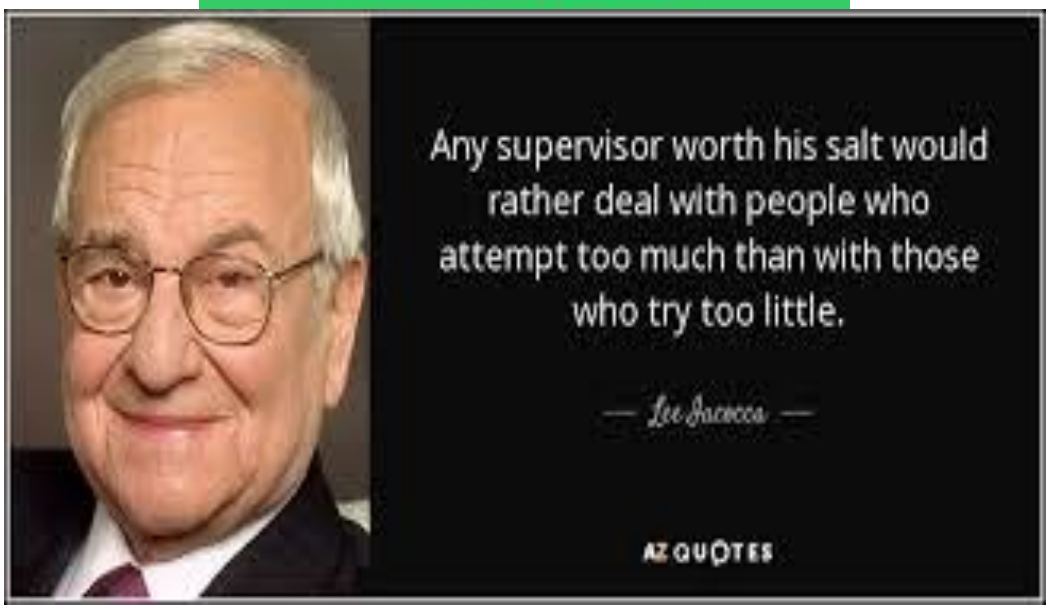

Research is the process of going up alleys to see if they are blind.
Marston Bates
More science quotes at Today in Science History todayinsci.com

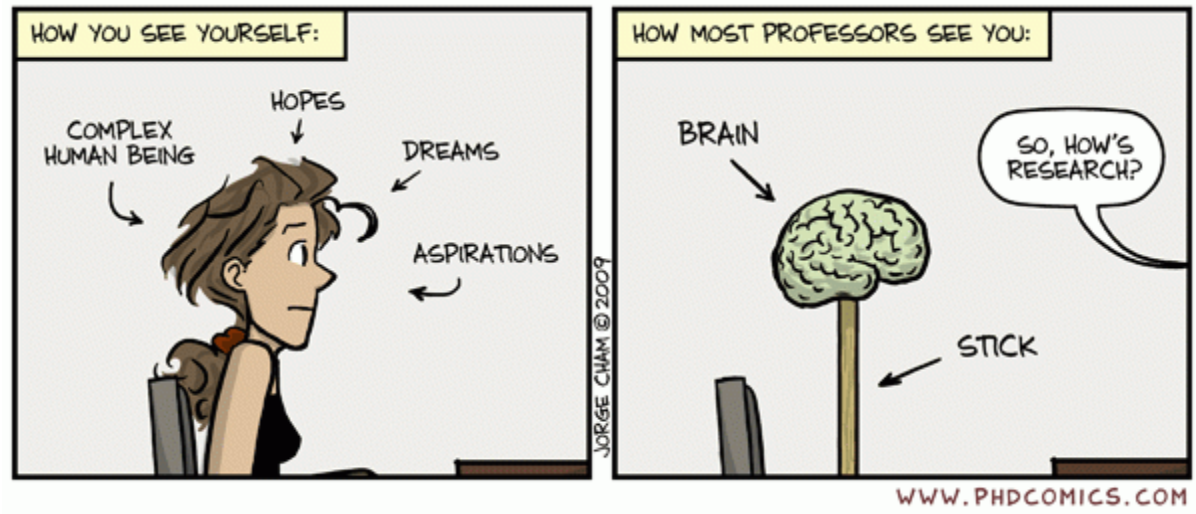

"Without data you're just another person with an opinion."
– W. Edwards Deming

IF THIS EVIDENCE IS CORRECT IT'LL ROCK THE VERY FOUNDATIONS OF OUR RESEARCH GRANT APPLICATION

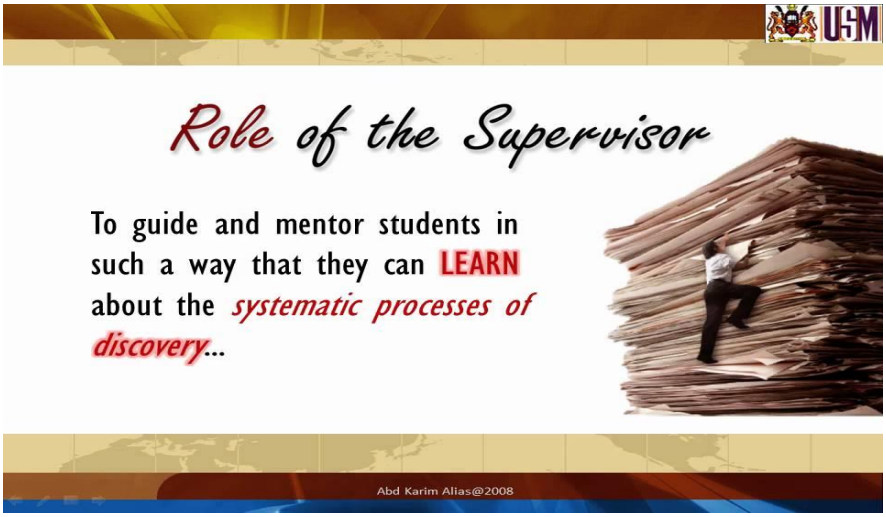

The goal is to turn data into information, and information into insight.
—Carly Fiorina

Good supervisors
can take you to
incredible heights.
They help you learn
to fly, providing the
wind beneath you,
and providing a net
for when you fall.


Any supervisor worth his salt would rather deal with people who attempt too much than with those who try too little.
— Lee Iacocca —
AZ QUOTES


HOW YOU SEE YOURSELF:
COMPLEX HUMAN BEING
HOPES
DREAMS
ASPIRATIONS
JORGE CHAM © 2009
HOW MOST PROFESSORS SEE YOU:
BRAIN
SO, HOW'S RESEARCH?
STICK
WWW.PHDCOMICS.COM

I MADE A FEW TWEAKS TO THE DRAFT PAPER YOU SENT ME.
B. SMITH PROFESSOR
YOU... RE-WROTE THE ENTIRE THING.
YES, IT'S EASIER FOR ME TO RE-WRITE IT THAN TO POINT OUT ALL THE THINGS YOU DID WRONG.
I CALL IT LEARNING BY DEMONSTRATION.
JORGE CHAM © 2011
WHAT ARE WE DEMONSTRATING?
THAT YOU'RE A BAD WRITER.
WWW.PHDCOMICS.COM


USM
Role of the Supervisor
To guide and mentor students in such a way that they can LEARN about the systematic processes of discovery...
Abd Karim Alias@2008

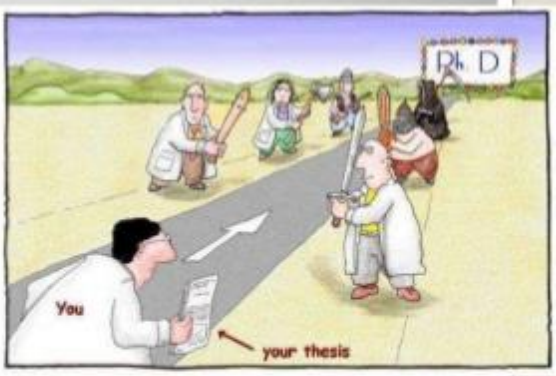
My PhD Journey...

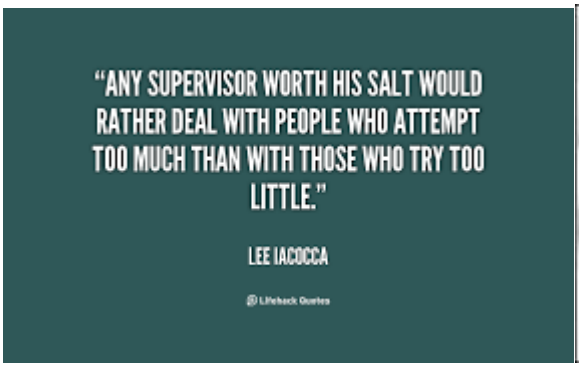
Excitement (Honeymoon) Period:

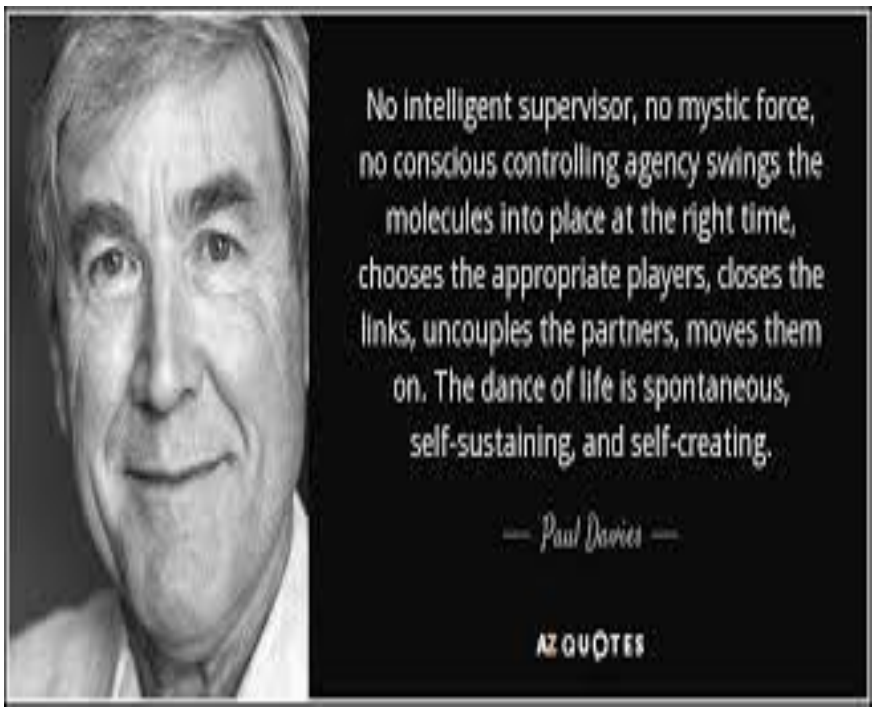
- Got my 'passport' (CMBA) to PhD – *'My destiny'*
- Accepted by faculty and supervisor – *'I must be good'*
- Given full Zamalah scholarship – *'I deserve it'*

Ignorance Period:

- Thought it'd be smooth-sailing – *'No sweat'*
- Procrastinating attitude – *'Long time to go, no worries'*
- Inconsistent reading/writing – *'Just choose what I want'*

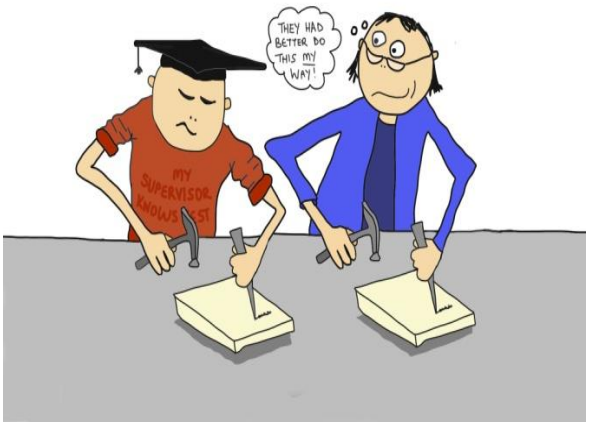



"ANY SUPERVISOR WORTH HIS SALT WOULD RATHER DEAL WITH PEOPLE WHO ATTEMPT TOO MUCH THAN WITH THOSE WHO TRY TOO LITTLE."
LEE IACOCCA


No intelligent supervisor, no mystic force, no conscious controlling agency swings the molecules into place at the right time, chooses the appropriate players, closes the links, uncouples the partners, moves them on. The dance of life is spontaneous, self-sustaining, and self-creating.
— Paul Davies —
AZ QUOTES

Before you are a leader,
success is all about growing yourself.
When you become a leader,
success is all about
growing others.
—Jack Welch

"I'm coordinating five different R&D projects, but SURE, I can spare a minute."



The Role of the Supervisor

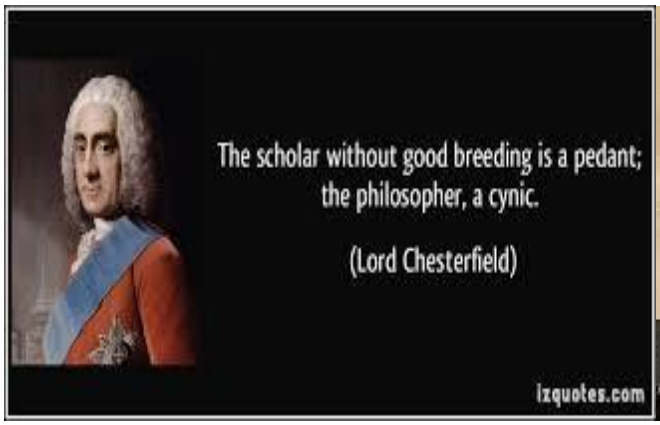
- The supervisor as **project advisor**.
- The supervisor as **academic guide**.
- The supervisor as **quality assurer**.
- The supervisor as **pastoral supporter**.

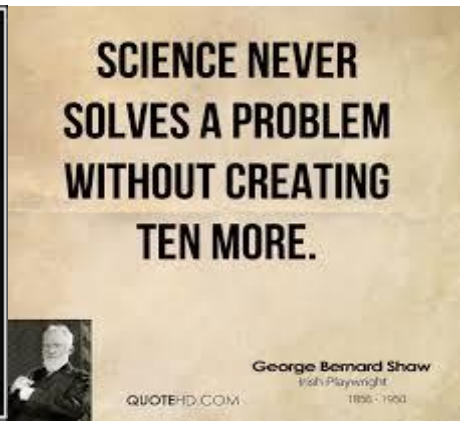
At the PhD level, the role of the supervisor is more that of a colleague and advisor than one of being a subject-matter expert. From the beginning, you will know more about your topic than your supervisor will. He will be able to advise on technical and methodological issues, and discuss the content with you, but he will not the subject expert.

SOUTH AFRICAN THEOLOGICAL SEMINARY
Bible-based · Christ-centred · Spirit-led

MATH DEPT.
PROFESSOR, I'D LIKE TO WRITE MY THESIS ON INFINITE SETS.
DON'T START SOMETHING YOU CAN'T FINISH.
THAVES 2-17
E-mail: ThavesOne@aol.com
©2016 Thaves. Dist. by Universal Uclick

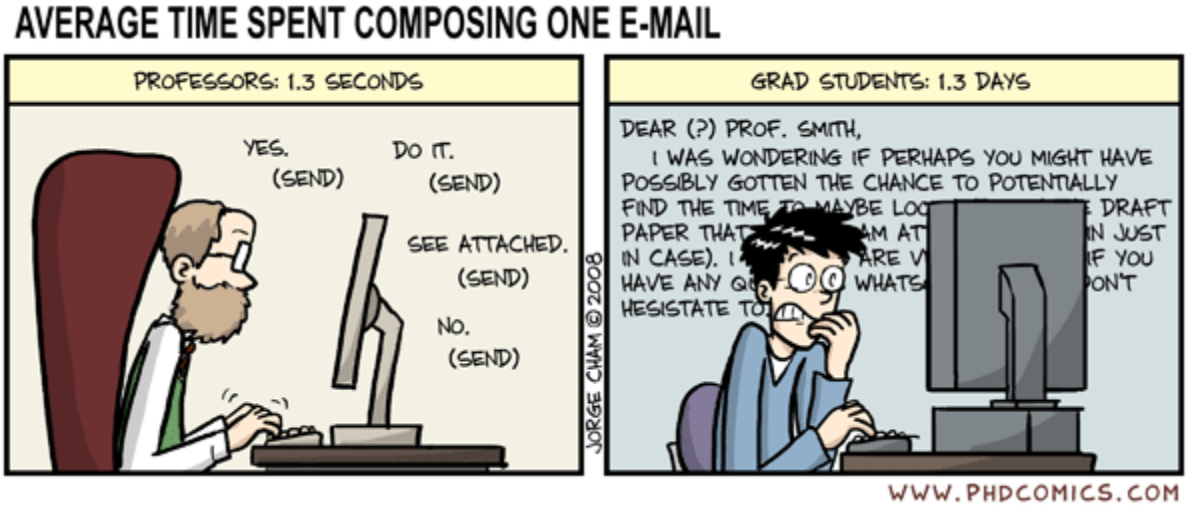
Lol MexicansProblemas





EHG142-TS
HA, I PUBLISHED MY BOOK!
HA, I REVIEWED HIS BOOK!
CARTOONSTOCK .com
Search ID: aton887

I never learn anything talking. I only learn things when I ask questions.
Lou Holtz
BrainyQuote


AVERAGE TIME SPENT COMPOSING ONE E-MAIL
PROFESSORS: 1.3 SECONDS
YES. (SEND)
DO IT. (SEND)
SEE ATTACHED. (SEND)
NO. (SEND)
JORGE CHAM © 2008
GRAD STUDENTS: 1.3 DAYS
DEAR (?) PROF. SMITH,
I WAS WONDERING IF PERHAPS YOU MIGHT HAVE POSSIBLY GOTTEN THE CHANCE TO POTENTIALLY
WWW.PHDCOMICS.COM

The Individual Scholar's Agenda...
View yourself as more than a teacher
Instead, as an "engaged scholar"
Focus & Strategic Intent
A burning desire to be known as an expert in that field
Benchmark against the best
Continuous improvement
Stretch targets, deliberate practice
Manage your time judiciously
Align teaching, research and writing

STRATEGY
70%
45

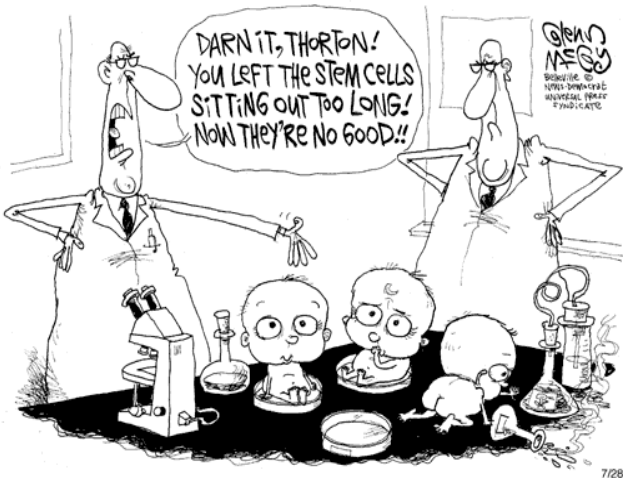
Are you familiar with the term "adverse selection?"

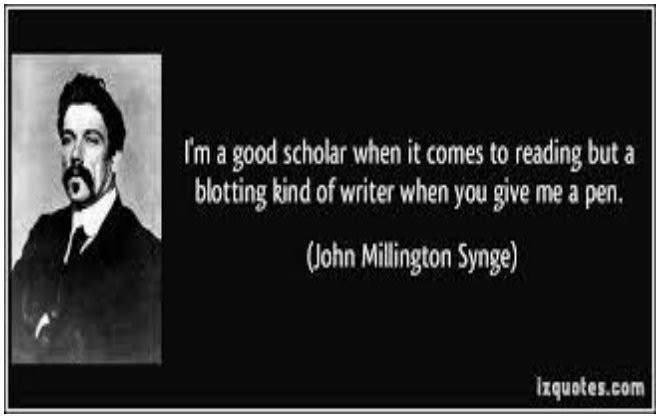
"Physical or Social Science?"

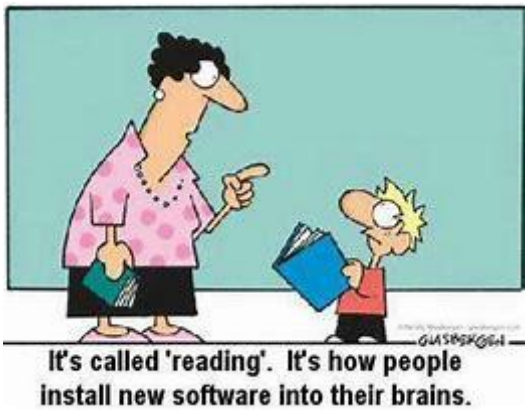
"Try to find something that works like aspirin but costs much more."

"You can clone yourself as much as you like, Brainstorm, but you're only getting one salary."

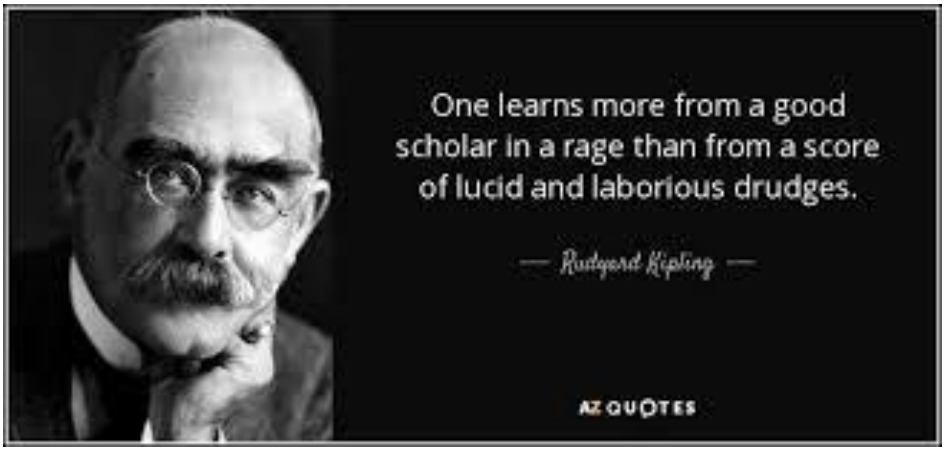
I'VE ONLY MANAGED TO COLLECT A 100MB OF DATA ON OUR CUSTOMERS. THEY'RE A BORING BUNCH OF PEOPLE!
BIG DAT
© D.Fletcher for CloudTweaks.com

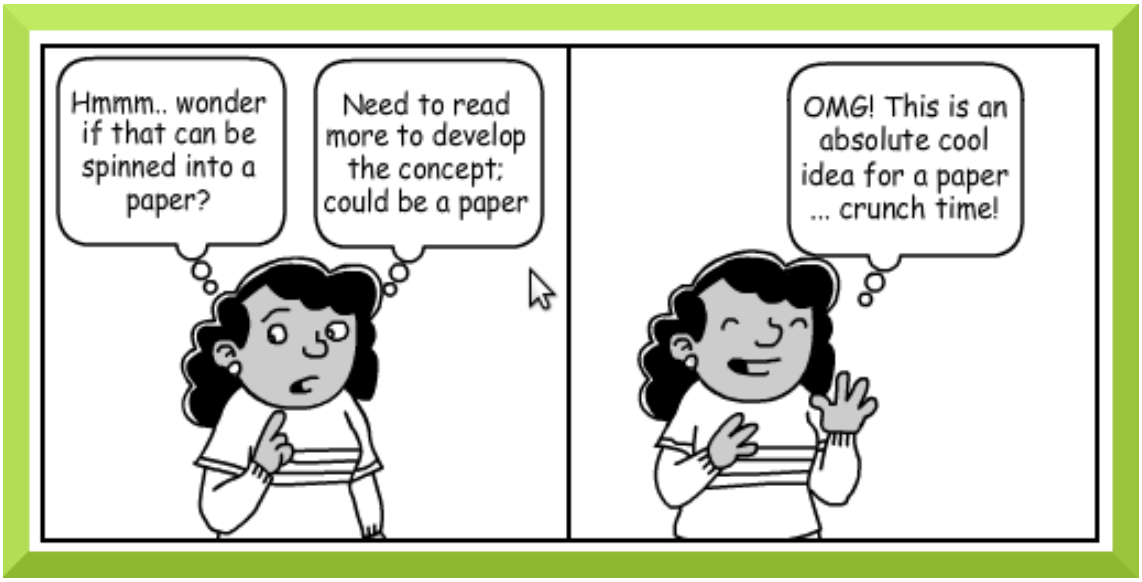


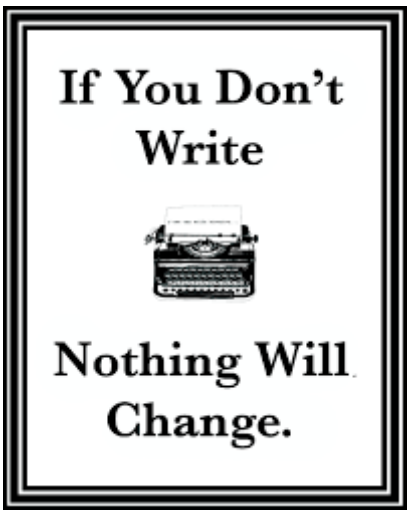

I'm a good scholar when it comes to reading but a blotting kind of writer when you give me a pen.
(John Millington Synge)
ixquotes.com


It's called 'reading'. It's how people install new software into their brains.

CARTOONSTOCK .com
Search ID: cwln312
"After reviewing my student loans, I decided to write my thesis on deficit spending."

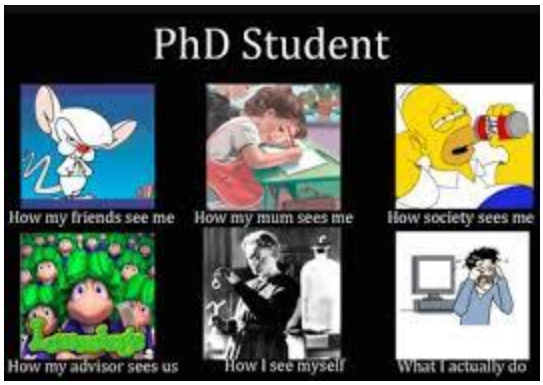



Hmmm.. wonder if that can be spinned into a paper?
Need to read more to develop the concept; could be a paper
OMG! This is an absolute cool idea for a paper ... crunch time!

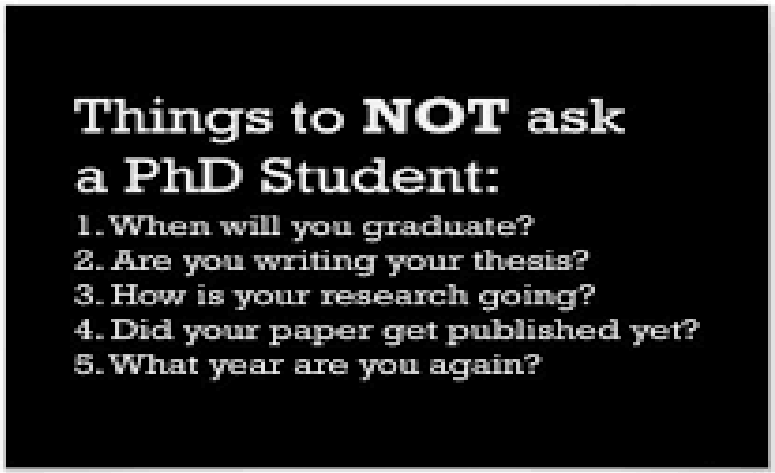


Day-to-day progress and training

- Research project specific
  - Don't worry if you seem to be progressing more slowly than the next student (he or she might have problems later!)
- Ask and listen to:
  - Your supervisor
  - Post-docs
  - Technicians
  - Senior students

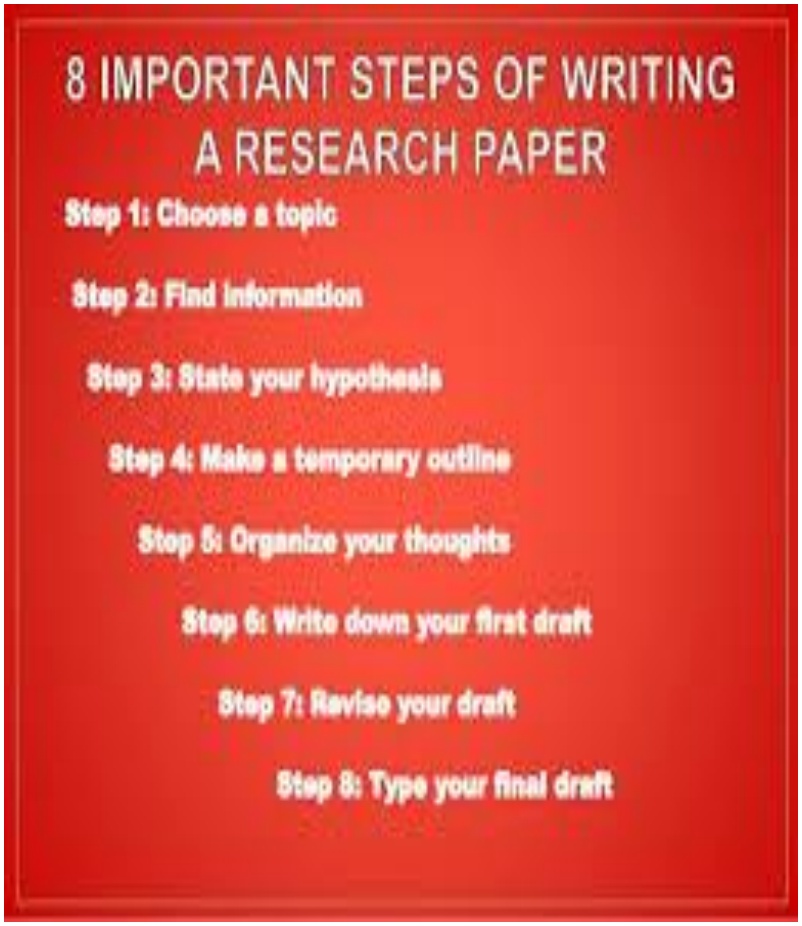

PhD Student
How my friends see me
How my mum sees me
How society sees me
How my advisor sees us
How I see myself
What I actually do

"I haven't read your proposal yet, but I already have some great ideas on how to improve it!"


Things to NOT ask a PhD Student:
1. When will you graduate?
2. Are you writing your thesis?
3. How is your research going?
4. Did your paper get published yet?
5. What year are you again?

What is a Research Paper

- A research paper is the culmination and final product of an involved process consisting of
- research,
- critical thinking,
- source evaluation,
- organization, and composition.
- Research paper is a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic.
- Primary and secondary sources are the heart of a research paper, and provide its nourishment.
- The research paper serves not only to further the field in which it is written, but also to provide the student with an exceptional opportunity to increase his or her knowledge in that field.


8 IMPORTANT STEPS OF WRITING A RESEARCH PAPER
Step 1: Choose a topic
Step 2: Find information
Step 3: State your hypothesis
Step 4: Make a temporary outline
Step 5: Organize your thoughts
Step 6: Write down your first draft
Step 7: Revise your draft
Step 8: Type your final draft

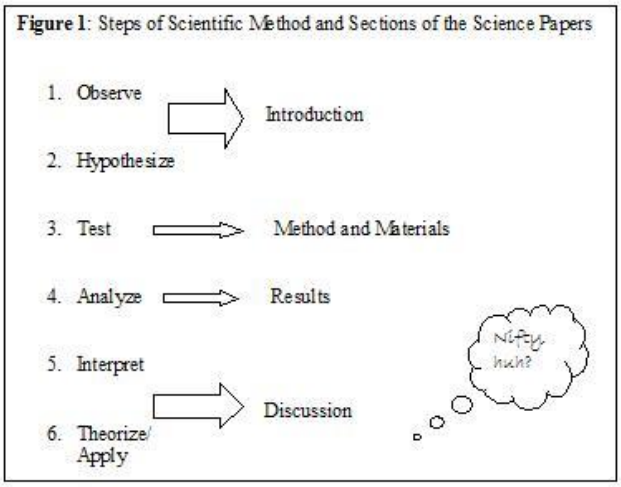
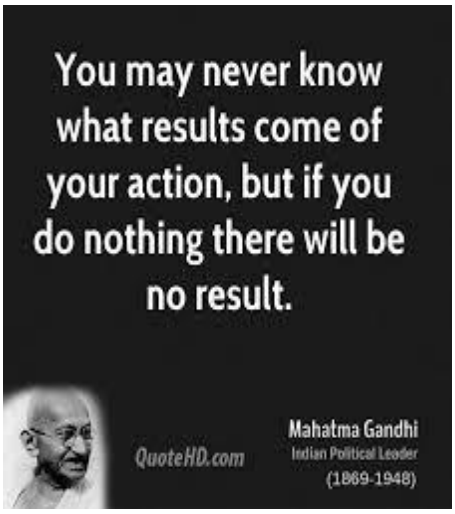


Figure 1: Steps of Scientific Method and Sections of the Science Papers
1. Observe
2. Hypothesize
Introduction
3. Test
Method and Materials
4. Analyze
Results
5. Interpret
6. Theorize/ Apply
Discussion
Nifty, huh?

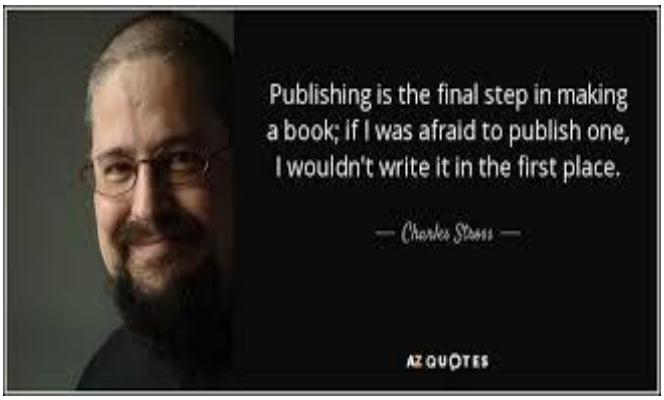

You may never know what results come of your action, but if you do nothing there will be no result.
QuoteHD.com
Mahatma Gandhi
Indian Political Leader
(1869-1948)

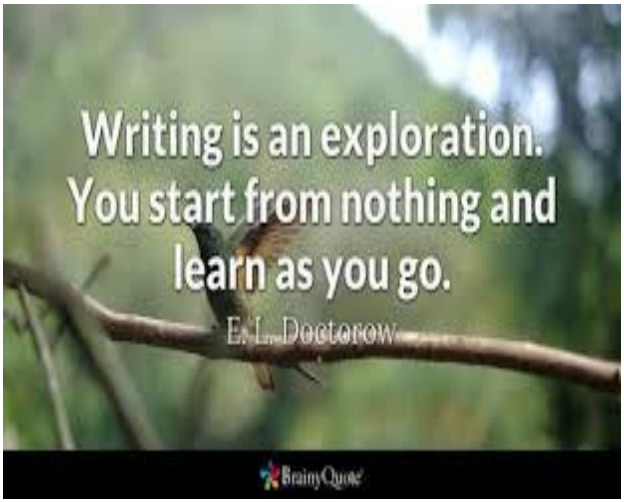
A) Identifying a target journal

- After preparing a manuscript, your next step is to choose a journal for the publication of your research.
- There are several criteria that should be considered in accurately selecting a journal for manuscript submission.

Publishing research papers

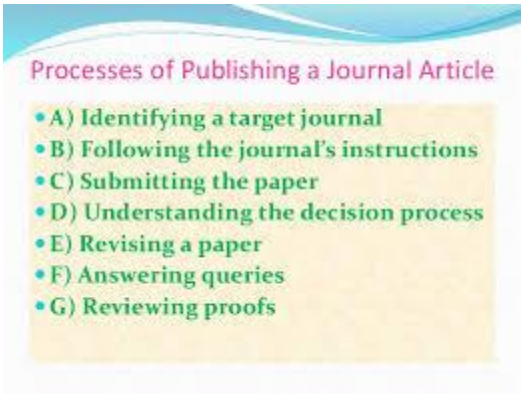
- When the paper writing is finished and the authors consider the paper to be worth publishing, the next step is to submit it for publication (e.g. to a conference, a journal or a book editor).
- The selective focus here is on **journal articles** and **conference papers**.

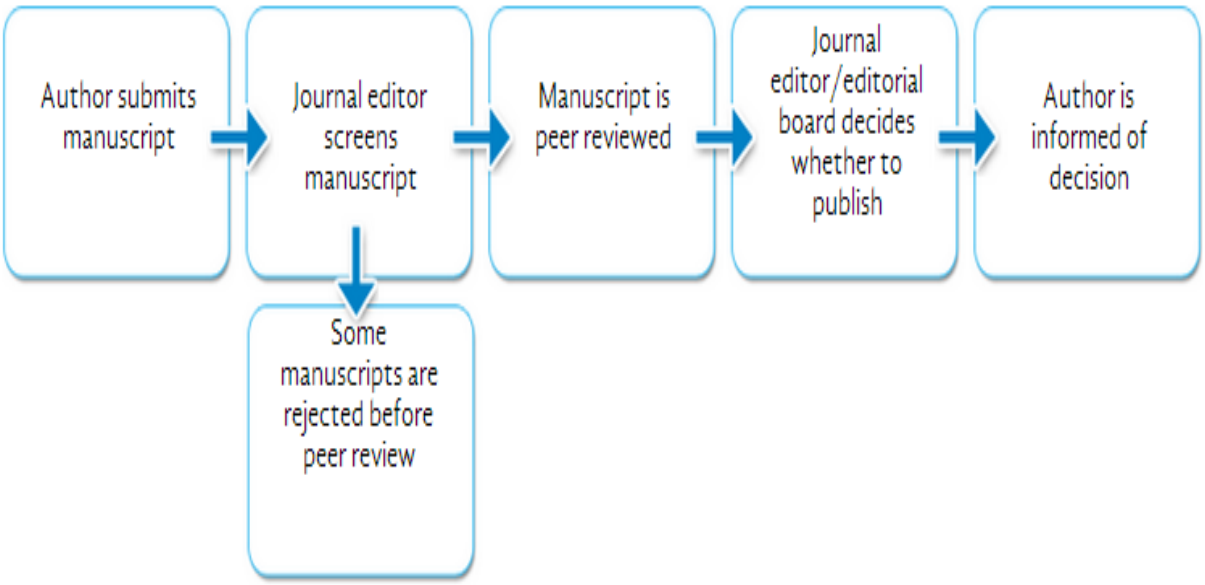

Publishing is the final step in making a book; if I was afraid to publish one, I wouldn't write it in the first place.
— Charles Stross —
AZ QUOTES

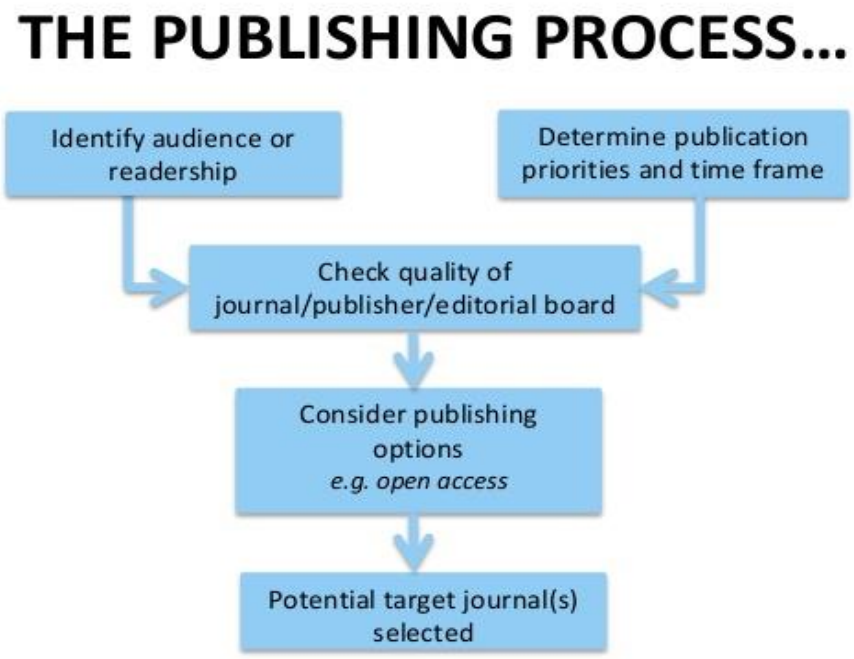


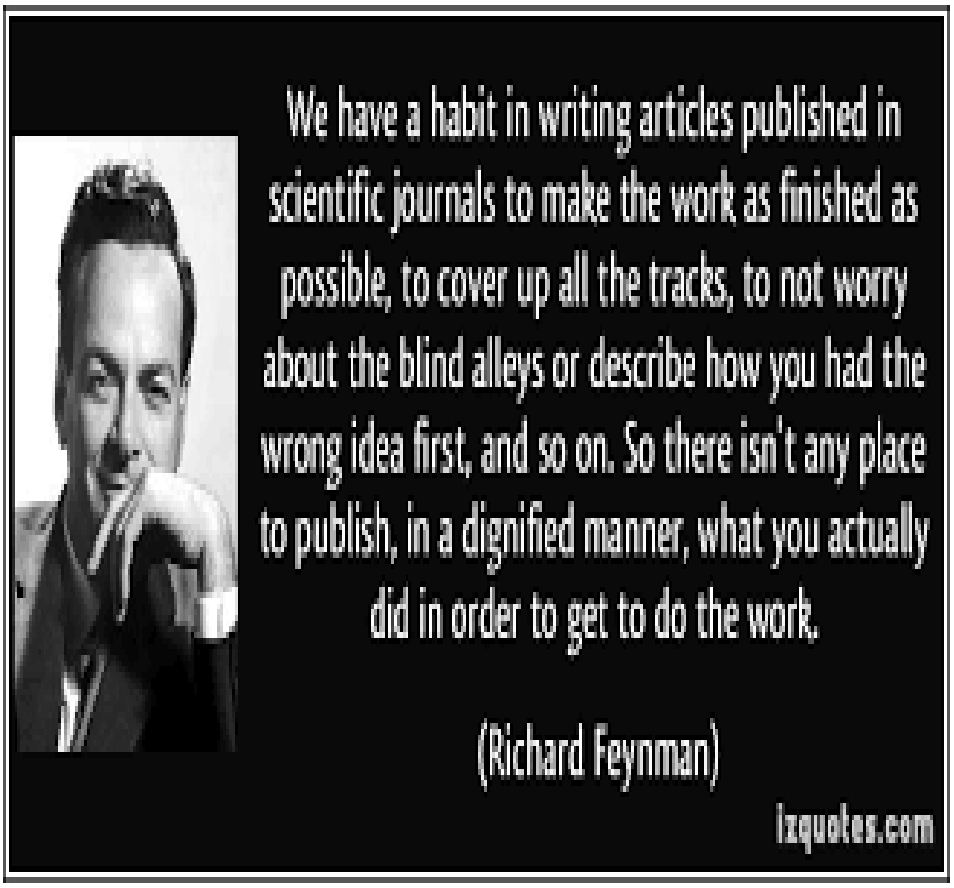
"Clear thinking is not possible in the absence of clear writing."

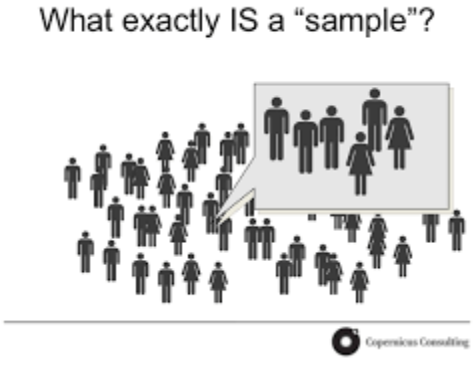
-Thomas Famula

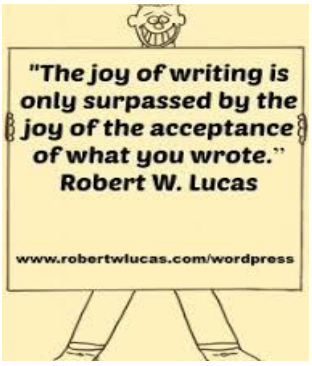

Processes of Publishing a Journal Article
A) Identifying a target journal
B) Following the journal's instructions
C) Submitting the paper
D) Understanding the decision process
E) Revising a paper
F) Answering queries
G) Reviewing proofs


Author submits manuscript
Journal editor screens manuscript
Manuscript is peer reviewed
Journal editor/editorial board decides whether to publish
Author is informed of decision
Some manuscripts are rejected before peer review

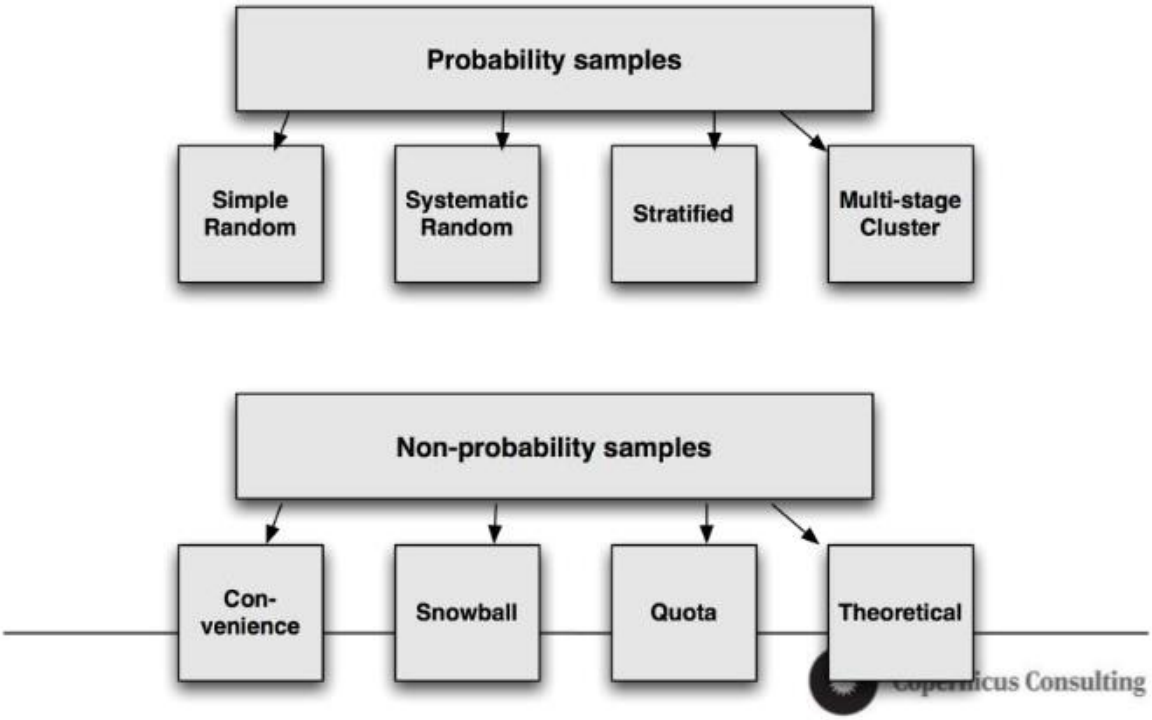

THE PUBLISHING PROCESS...
Identify audience or readership
Determine publication priorities and time frame
Check quality of journal/publisher/editorial board
Consider publishing options
e.g. open access
Potential target journal(s) selected


We have a habit in writing articles published in scientific journals to make the work as finished as possible, to cover up all the tracks, to not worry about the blind alleys or describe how you had the wrong idea first, and so on. So there isn't any place to publish, in a dignified manner, what you actually did in order to get to do the work.
(Richard Feynman)
izquotes.com


What exactly IS a “sample”?
Copernicus Consulting


"The joy of writing is only surpassed by the joy of the acceptance of what you wrote."
Robert W. Lucas
www.robertwlucas.com/wordpress

Types of samples



How many?

- Qualitative researchers seek "saturation"
  - "How many" isn't the issue. Do you understand the phenomenon? Have you learned enough?
  - Mere numbers are irrelevant. You want "verstehn" or deep understanding
- Quantitative researchers seek statistical validity
  - Can you safely generalize to the population? Have you systematically excluded anyone? (See the "famous sampling mistake"!)

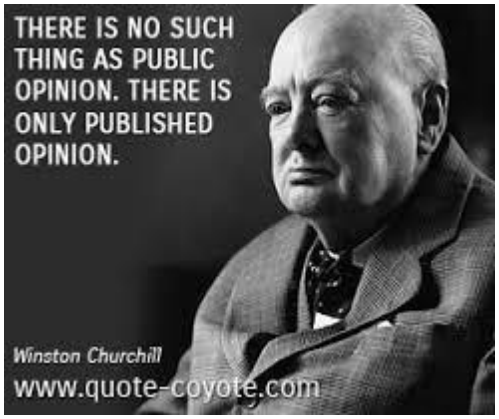
Results and Discussion

- In this section, first the data are presented in an orderly manner. Then they are discussed individually. This section is the most important part of the paper and should be as convincing as possible.

Discussion

- The purpose of this section is to evaluate and interpret the results, especially with respect to the original research question.
- this section should contain three parts: the non-technical summary, discussion of the results and their implications, and the concluding paragraph.

Group Work



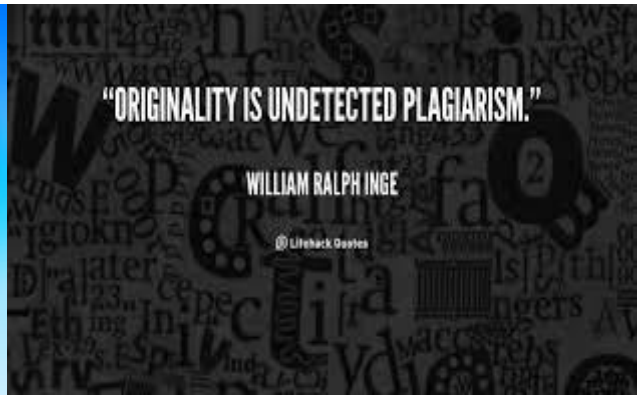
Plagiarism is when you pass off other people's text as your own.

http://colinpurrington.com/tips/academic/preventing-plagiarism

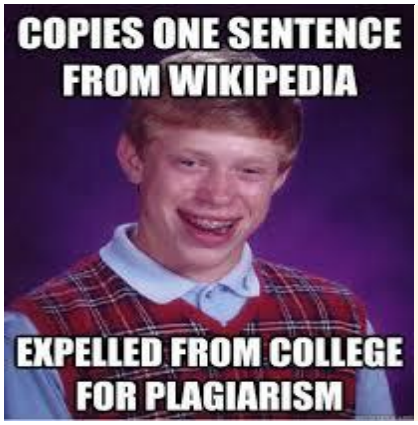
"Imitation may be the "sincerest form of plagiarism," but it is also the mark of an inferior person." - David Ogilvy oftheday

#SayQuotable

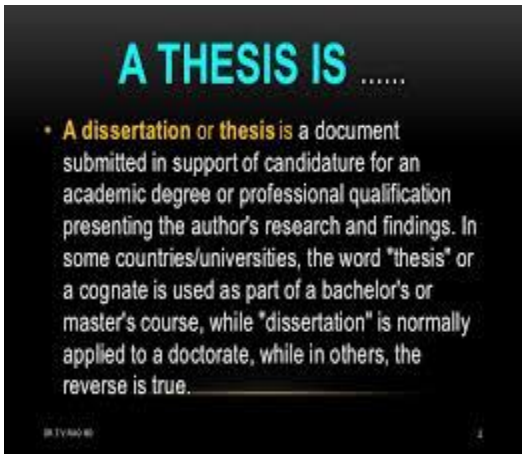
Plagiarism
1. Failing to cite quotes and borrowed ideas
2. Failing to enclose borrowed text in quotation marks
3. Failing to put summaries and paraphrases in your own words
4. Presenting someone else's ideas as your own
5. Turning in someone else's paper
6. Turning in a previously written paper



Original minds are not distinguished by being the first to see a new thing, but instead by seeing the old, familiar thing that is over-looked as something new
- Friedrich Nietzsche


COPIES ONE SENTENCE FROM WIKIPEDIA
EXPELLED FROM COLLEGE FOR PLAGIARISM

it ALWAYS SEEMS IMPOSSIBLE UNTIL IT IS DONE.

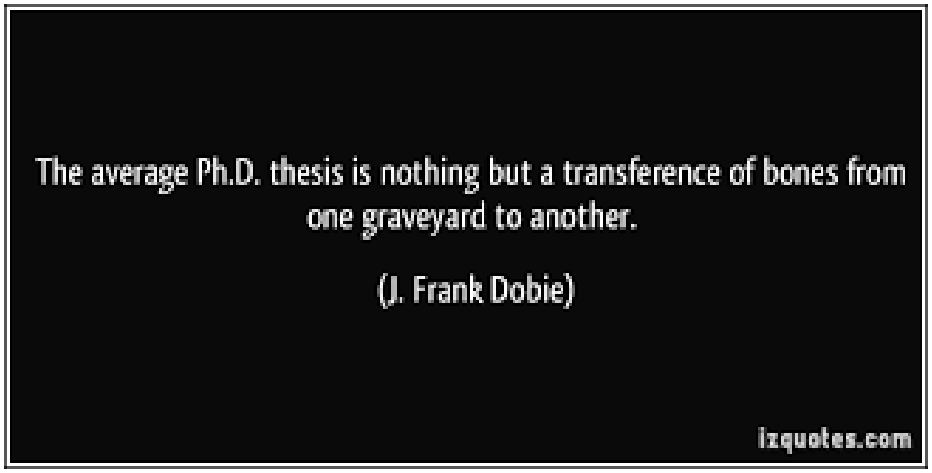

A THESIS IS .....
A dissertation or thesis is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings. In some countries/universities, the word "thesis" or a cognate is used as part of a bachelor's or master's course, while "dissertation" is normally applied to a doctorate, while in others, the reverse is true.

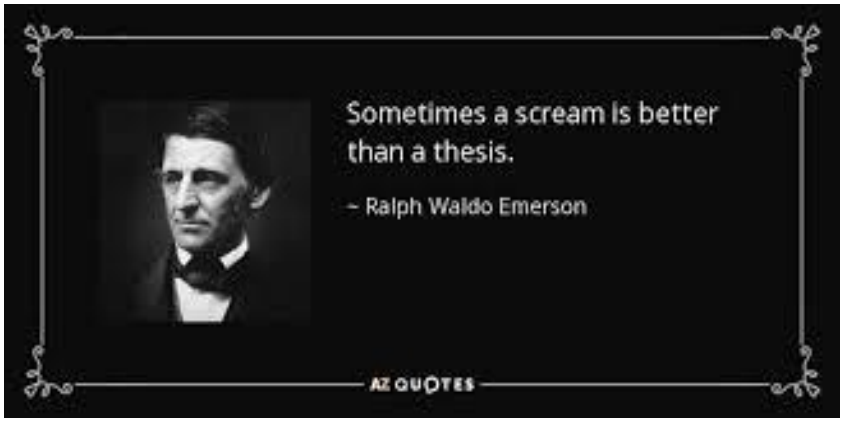
"Read a lot.
Write a lot.
Delete a lot."
- Hannah Richell
WritersCentre.com.au

STRIVE FOR
PROGRESS
NOT
Perfection

never
never
never
give
up

“
What is not started
will never get finished.
”
- Johann Wolfgang von Goethe
SO..... YOU WANT STARTUP!
THE GREATEST
INSPIRATION
IS THE DEADLINE
9GAG.COM/GAG/5286886


The average Ph.D. thesis is nothing but a transference of bones from one graveyard to another.
(J. Frank Dobie)
izquotes.com

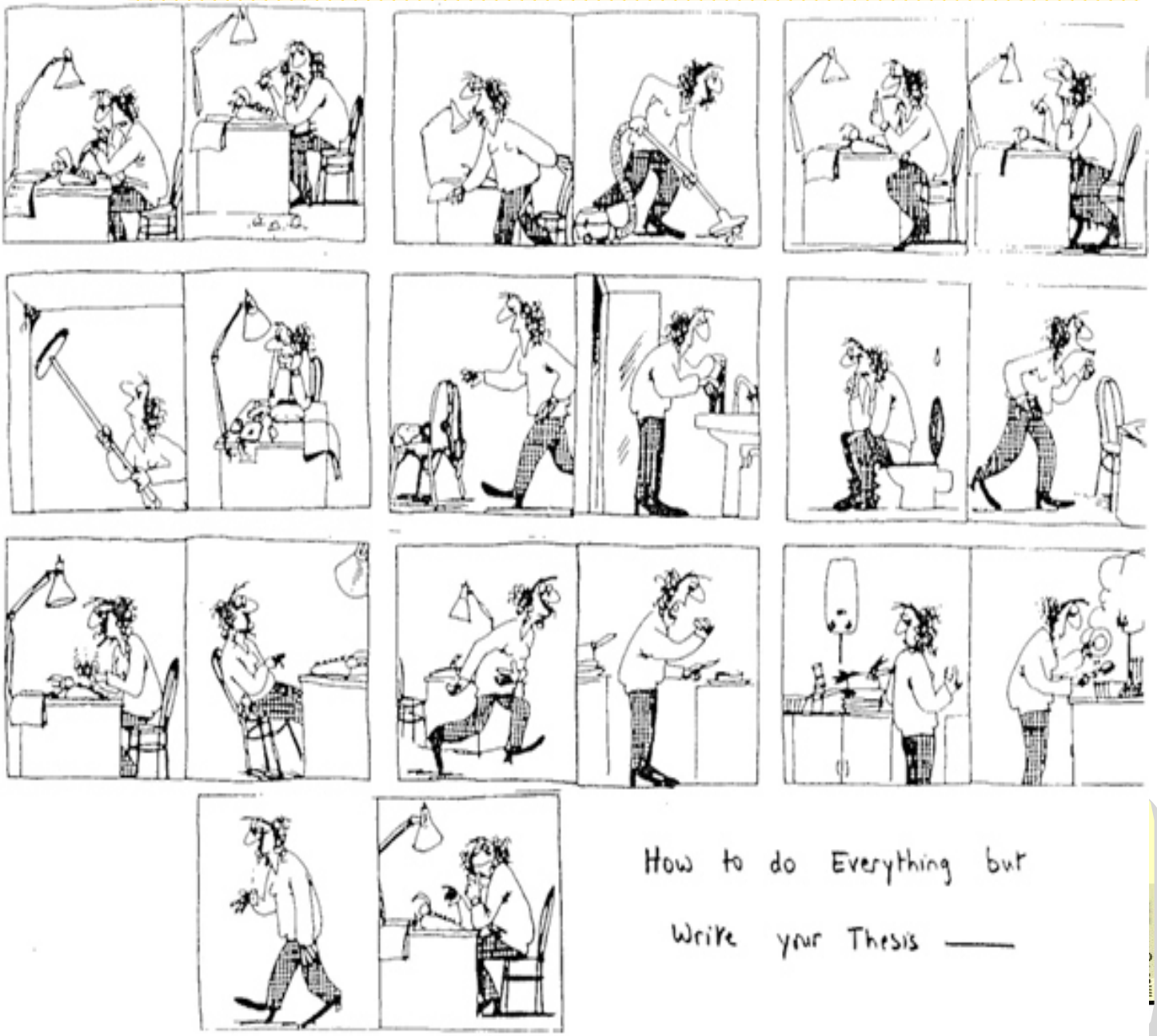

Sometimes a scream is better than a thesis.
~ Ralph Waldo Emerson
AZ QUOTES

APPENDIX

Other University Publications relating to Research

S.No.	Name of the Publication & Year	Department	Editor / Authors
01	Issues of Excellence in Academic Research 2010	Management Studies	Dr P Aravindan Editor **Members** Dr P Kaliyaperumal Dr GC Kothandan Dr S Ramalingam
02	A 2 Z PhD Thesis 2012	Management Studies	Dr S Ramalingam
03	Publishing a Research Paper 2013 (**Bi-Decennial Publication)**	Management Studies	Dr S Ramalingam Ms Rachel Priya [Editors]
04	Annotated Webliography	Research	---
05	RESEARCH Referencing …. 2014	Research	Dr S Ramalingam A Devendran P Kokila
06	Researchers' Delight 2014	Research	Dr S Ramalingam Ms T Godhavari Ms Golda Dilip
07	Research Scholars' Handbook 2017 **(MGR100 Publication)**	Research	Dr A Devendran Ms M Swarna

Doing *Et Cetera* except Research ?



ISBN 978-81-937145-3-9

Scholars !

Which one of these are you doing?